



THE PRESIDENT'S
RECOVERY
PRIORITIES
Education

Ministry of
Education,
Science and
Technology

Lesson plans for
PRIMARY
Language
ARTS

1
TERM

6
CLASS

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
- 2  Teachers can use other textbooks alongside or instead of these lesson plans.
- 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
- 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
- 5  Quickly review what you taught last time before starting each lesson.
- 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
- 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
- 8  Use the board and other visual aids as you teach.
- 9  Interact with all pupils in the class – including the quiet ones.
- 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.



Learning outcomes



Teaching aids



Preparation

Lesson Title: Oral Retelling	Theme: Conversing with Others	
Lesson Number: L-06-001	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read and explain a story in their own words.	 Teaching Aids 1. Story at the end of the lesson plan 2. Pictures of a lion and a bee on the board	 Preparation 1. Write the story with the underlined words at the end of the lesson plan on the board. 2. Draw a picture of a lion and a bee on the board.
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Opening (1 minute)

1. Point to the picture of the lion on the board. **Ask:** What is this? What sound does a lion make?
Raise your hand to answer. (Answer: roar)
2. **Write** the word on the board.
3. Tell pupils that today they are going to read a story and explain it in their own words.

Introduction to the New Material (14 minutes)

1. Point to the picture of the bee on the board. **Ask:** What is this? Raise your hands.
2. **Ask:** Where do bees live? Raise your hands. (Answer: a beehive)
3. **Ask:** What do bees make? Raise your hands. (Answer: honey)
4. **Write** the words on the board.
5. **Say:** Read the story about why a lion roars silently to yourself.
6. Give pupils 5 minutes.
7. Read the story clearly and slowly. Pupils listen and read.
8. **Write** these words on the board: quietly, afraid, soft, many years ago, very loud, feet of a lion, very angry,
9. Put pupils in pairs.
10. **Say:** Match the underlined words in the text to the words on the board.
11. Give pupils 5 minutes.
12. Have pupils raise their hand to give you the matching pairs of words. (Answers: once upon a time/many years ago; gentle/soft; worried/afraid; paws/feet of a lion; furious/very angry; thunderous/very loud)

Guided Practice (8 minutes)

1. Tell pupils that you will ask them questions about the story. Tell them to raise their hand to answer the question.
2. **Ask:** Why were the other animals worried? (Answer: They could not hear the lion when he was hunting. This was very dangerous for them.)
3. **Write** the sentences on the board.
4. **Ask:** Why did the bees attack the lion? (Answer: They thought the lion went inside the beehive because there was honey on his paws.)
5. **Write** the sentence on the board.
6. **Ask:** Why did the lion's voice change? (Answer: He was in so much pain that his cries became very loud roars.)
7. **Write** the sentence on the board.

Independent Practice (10 minutes)

1. Ask pupils to write the story in their own words. **Say:** Write 5 sentences about the story in their exercise books. Write the sentences using the sentences and the words on the board to help them.
2. Give pupils 8 minutes.
3. Have 1 or 2 pupils volunteer to tell their story in their own words.

Closing (2 minutes)

1. **Ask:** What do we do when we want to tell a story in our words? (Answer: Look for words that have similar meanings.)
2. Praise pupils for their hard work.

[STORY: WHY THE LION ROARS]

Once upon a time the lion had a very gentle voice. The other animals were very worried because they could not hear the lion's voice when he was hunting. The very intelligent rabbit decided to make the lion less dangerous. One day he saw the lion sleeping peacefully under a tree. There was a beehive in the tree but at that time, the bees were all working away from the hive. The rabbit decided to get honey from the hive and put it on the sleeping lion's paws.

Soon, the bees arrived from work and saw that someone had been inside their beehive. They were furious! They asked, "Who was in our home?" They saw the lion sleeping under the tree and there was honey on his paws. They attacked the lion! The poor lion was in so much pain that his gentle cries became thunderous roars that could be heard all over the animal kingdom. This is how the lion's voice changed forever and he still roars until today.

Lesson Title: Reading with Fluency	Theme: Conversing with Others	
Lesson Number: L-06-002	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use punctuation marks to read fluently.	 Teaching Aids Dialogue at the end of the lesson	 Preparation 1. Write the dialogue at the end of the plan on the board. 2. Write these questions on the board: Why does Elephant feel sorry for the lion? Why is Zebra happy?
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Opening (3 minutes)

1. **Ask:** What story did we read in the last lesson? Raise your hand to answer. (Answer: Why the lion roars)
2. **Ask:** How do you think the other animals felt when they heard about what happened to the lion? Have pupils volunteer to share their ideas with the whole class. (Answer: They were happy. They can now hear the lion when it is hunting.)
3. Tell pupils that today they are going to read a conversation that some of the animals had after the lion's voice changed.

Introduction to the New Material (12 minutes)

1. Point to these questions on the board:
 - a. Why does Elephant feel sorry for the lion?
 - b. Why is Zebra happy?
2. Point to the dialogue on the board. **Say:** Read the conversation and answer the 2 questions.
3. Give pupils 5 minutes.
4. **Ask:** What are your answers? Raise your hand to answer. (Answers: The elephant felt sorry for the lion because the lion was in pain. Zebra is happy because he can hear the lion when it is hunting.)
5. Read the dialogue line by line. Pupils listen and repeat.
6. Have pupils volunteer to read the parts of Zebra and Elephant.
7. Circle these marks in the text on the board: exclamation mark (!), comma (,), full stop (.), and question mark (?).
8. **Ask:** What do we call these? (Answer: punctuation marks)
9. **Ask:** When we read a story what should we do when we see these punctuation marks? (Answer: stop for a short time after a comma, stop for a longer time after a full stop; make our voice go up at the end of a question for question marks; show anger, surprise or raise our voice for an exclamation mark)

Guided Practice (7 minutes)

1. **Write** the words, symbols and instructions for the punctuation on the board.
 - Exclamation mark! (show feelings, show a louder voice)
 - Comma , (short stop)
 - Full stop. (longer stop)
 - Question mark? (voice goes up and stop)
2. Point to the board, read and explain each punctuation mark.

3. Read the first line of the dialogue.
4. Point to the punctuation marks on the board. Point to the punctuation marks in the dialogue.
5. Read the line again. Pupils listen and repeat.
6. Repeat for each line in the dialogue.

Independent Practice (11 minutes)

1. **Say:** Copy the conversation in your exercise books.
2. Give pupils 5 minutes.
3. **Say:** Work in pairs and read the conversation. One of you will be Elephant, and one of you will be the Zebra. Use the punctuation marks when you are reading. When you finish, change roles.
4. Give pupils 5 minutes.
5. Have 1 pair read the dialogue at the front of the class. Encourage other pupils to clap at the end.

Closing (2 minutes)

1. **Ask:** Why are punctuation marks useful? Raise your hand. (Answer: They help us understand better. They help us read better.)
2. Ask pupils to look for punctuation marks when they are reading. Ask them to practise reading the conversation at home with attention to punctuation marks.

DIALOGUE

Zebra: Oh my goodness! Did you hear what happened to lion?

Elephant: Yes! His voice changed!

Zebra: Rabbit was very clever to get the bees to attack lion, wasn't he?

Elephant: Yes, he was. But, I feel a little bit sorry for lion because he was in so much pain!

Zebra: Yes, it must have been very painful to have thousands of bees sting you. But, now we can hear lion at any time when he's hunting. I'm so happy!

Elephant: Yes, you are right. We can hear him when we eat, when we drink, when we sleep and even when we're taking a bath. We are safer now.

Lesson Title: Active Listening	Theme: Conversing with Others	
Lesson Number: L-06-003	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to restate the main idea of what their friend says about a topic.	 Teaching Aids 1. Reading passage at the end of the lesson plan 2. Texts A and B at the end of the lesson plan	 Preparation 1. Write Texts A and B at the end of the lesson plan on the board. 2. Write the questions on the board: Which animal is it? Which words help you understand the animal?
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Opening (2 minutes)

1. **Say:** We talked about animals in the last 2 lessons. **Say:** Raise your hand if you can remember the animals we talked about.
2. **Write** pupils' answers on the board. (Answer: lion, rabbit, bees, zebra, elephant)
3. Tell pupils that today they are going to listen to each other speaking.

Introduction to the New Material (6 minutes)

1. **Say:** I will read some sentences about an animal. Listen and answer this question: Which animal is it? Which words help you understand the animal? Do not say anything. Keep the question and answer in your mind.
2. Read the passage slowly and clearly. Pupils listen.
3. Give pupils 1 minute to think.
4. **Say:** Turn to your partner. Discuss your answer. Check with your partner and see if you have the same answers.
5. Give pupils 2 minutes.
6. Have a pupil volunteer to tell you the answer. (Answer: a giraffe because it is the tallest animal in the world)

Guided Practice (12 minutes)

1. **Say:** I am going to read the sentences again. Write the things, animals, actions and other describing words (nouns, verbs, adverbs and adjectives) in your exercise books. Do not write every word.
2. **Say:** Let's do an example.
3. Make 3 columns on the board and **write** the headings 'nouns: animals/things', 'verbs: actions' and 'adjectives/adverbs: describing words' on the board.
4. Point to the words on the board. Read this sentence 2 times: The rabbit moves quickly and likes to eat vegetables.
5. **Ask:** What is the animal, the actions and describing words in this sentence? Raise your hands. (Answer: animals/things: rabbit and vegetables; action: moves, likes, eat; describing words: quickly)
6. **Write** the words on the board under the headings.
7. Read the passage at the end of the lesson plan clearly and slowly. Read it 2 times.

8. **Ask:** What are the animal, the actions and describing words in this sentence? Raise your hands.
Write the words on the board under the 3 headings. (Answer: animal/thing: giraffe; action/verbs: is, likes, eat, lives; describing words; tallest)
9. **Say:** Write a sentence with the words to show what the main idea is.
10. Give pupils 2 minutes.
11. Have pupils volunteer to read their sentence.
12. **Write** this sentence on the board: The giraffe is the tallest animal in the world. It likes to eat plants and lives in a herd.
13. **Ask:** Why is eating leaves from trees not the main idea? Raise your hands (Answer: It's an example of a plant – examples are not main ideas.)

Independent Practice (13 minutes)

1. Put pupils in pairs.
2. **Say:** Decide who is A and who is B.
3. Point to text A on the board. **Say:** If you are A, write this text in your exercise book.
4. Point to text B on the board. **Say:** If you are B, write this text in your exercise book.
5. Wait until everyone has written the text.
6. **Say:** A read your text. B listen and write the things/animals, actions/verbs and describing words. (Point to the headings on the board)
7. Give pupils 3 minutes.
8. **Say:** B read your text. A listen and write the things/animals, actions/verbs and describing words. (Point to the headings on the board) You have 3 minutes.
9. **Say:** Write a sentence with the words you wrote in your exercise books when your partner was speaking.
10. Give pupils 3 minutes.
11. Have 1 pupil volunteer to read the sentence for Text A and 1 to read the sentence for Text B.

Closing (2 minutes)

1. **Ask:** How do you listen for main ideas? Raise your hands. (Answer: listen for important words - nouns, verbs, describing words)
2. Praise pupils for their hard work.

[READING PASSAGE]

This animal is the tallest animal in the world. It likes to eat plants like the leaves on tall trees. They usually live together in a group called a herd.

[TEXT A]

This animal has golden fur and is called the king of the jungle. It likes to eat meat like antelope and buffalo. They usually live together in a group called a pride.

[TEXT B]

This animal has a trunk and tusks and is very heavy. It likes to eat plants like bushes and small trees. They usually live together in a group called a herd.

Lesson Title: Responding to a Partner	Theme: Conversing with Others	
Lesson Number: L-06-004	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to respond (politely and respectfully) to what their friend says by agreeing or disagreeing.	 Teaching Aids 1. Text at the end of the lesson plan 2. Tables at the end of the lesson plan	 Preparation Write the 2 tables at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** What did we do in the last lesson? Raise your hands. (Answer: listen for main ideas)
2. **Ask:** How do we do that? Raise your hands. (Answer: listening for nouns, verbs, adverbs and adjectives)
3. Tell pupils that today they are going to practice listening and responding.

Introduction to the New Material (5 minutes)

1. **Say:** I am going to tell you about my favourite animal. Listen and answer this question: Why is it my favourite animal?
2. Read the text at the end of the lesson plan slowly and clearly.
3. Read the text again.
4. **Ask:** Why is the snake my favourite animal? Raise your hands. (Answer: beautiful, quiet and peaceful; eats rats and mice)
5. **Say:** I am going to ask you some questions. Raise your hand to answer.
6. **Ask:** Do you agree that snakes are the most beautiful animals in the world? There are no right or wrong answers. Just say what you think. Pupils answer.
7. **Ask:** Do you agree with me that snakes are quiet and peaceful? There are no right or wrong answers. Just say what you think. Pupils answer.
8. **Ask:** Do you agree with me that snakes eat rats and mice? Pupils answer. (Answer: yes)
9. **Say:** Good! I see you agree with some things and disagree with others.
10. **Ask:** Is shouting out a polite and respectful way to respond to someone, yes or no? Pupils answer 'no'.
11. Explain that we do not shout out when we talk to someone – whether we agree or disagree with them.

Guided Practice (10 minutes)

1. **Say:** Look at the table on the board. When we agree we can say 'Yes, you are right'. We can also say 'Yes, I agree'. When we disagree we say 'I don't think so' or we can say 'No, I disagree'.
2. **Say** the 4 phrases. Pupils listen and repeat.
3. **Say:** I will ask the question and I will ask a pupil to agree or disagree. Raise your hand to answer.
4. **Ask:** Do you agree with me that snakes are the most beautiful animals in the world? Choose a pupil to respond using the phrases on the board.
5. Ask another 1-2 pupils. Guide pupils to use 1 of the responses in the table.

6. **Ask:** Do you agree with me that snakes are quiet and peaceful? Choose a pupil to respond using the phrases on the board.
7. Ask another 1-2 pupils. Guide pupils to use 1 of the responses in the table.
8. **Ask:** Do you agree with me that snakes eat rats and mice? Choose a pupil to respond using the phrases on the board.
9. Ask another 1-2 pupils. Guide pupils to use 1 of the responses in the table.

Independent Practice (14 minutes)

1. Point to the table ‘Why I like my favourite animal’. Ask pupils to copy the table in their exercise books.
2. Give pupils 2 minutes.
3. **Say:** Think about your favourite animal and complete the table. What does it look like? What special things does it do? What does it eat? Write complete sentences.
4. Give pupils 5 minutes.
5. Put pupils in pairs.
6. **Say:** Tell your partner about your favourite animal and why you like it.
7. Explain to pupils that they must listen to their partner and agree or disagree with each sentence. Tell them to use the table on the board to help them. (Point to the sentences in the table.)
8. Give pupils 6 minutes.

Closing (5 minutes)

1. Have 2 or 3 pairs volunteer to read their sentences. Ask the other pupils ‘Do you agree?’ Guide pupils to respond using the sentences in the table
2. **Ask:** How can we respond politely and respectfully when we agree? Raise your hands. (Answer: We can say: Yes, you are right; Yes, I agree.)
3. **Ask:** How can we respond politely and respectfully when we disagree? (Answer: We can say: I don’t think so; No, I disagree.)
4. Praise pupils for their hard work.

[TEXT]

My favourite animal is a snake. I like snakes because I think they are the most beautiful animals in the world. They are very quiet and peaceful. They eat rats and mice, so I don’t have to worry about them coming into my house.

[TABLE: POLITE AND RESPECTFUL RESPONSE]

Agree	Disagree
Yes, you are right.	I don’t think so.
Yes, I agree.	No, I disagree.

[TABLE: WHY I LIKE MY FAVOURITE ANIMAL]

What does it look like?	Example: It is very pretty/furry/playful.
What special things can it do?	Example: It can whistle/sing/run fast.
What does it eat?	Example: It eats insects/meat/plants.

Lesson Title: Role of Characters in a Story	Theme: Conversing with Others	
Lesson Number: L-06-005	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write about the role each character plays in a story.	 Teaching Aids 1. Story at the end of the plan 2. Table at the end of the lesson plan	 Preparation 1. Write the story at the end of the plan on the board. 2. Write the table at the end of the lesson plan on the board. Write only the headings of the table and not the information in the table.
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Opening (3 minutes)

1. **Say:** Raise your hand if you remember the story about why the lion roars.
2. **Say:** Raise your hand if you can tell me what happens in the story. Pupils answer. (See full story at the end of the lesson for answers)
3. Tell pupils that today they are going to write about the characters in the story.

Introduction to the New Material (5 minutes)

1. **Write** the word 'role' on the board. Explain that a role is what a character says and does in a story or play. Tell pupils that they are going to learn and write about a character's role in a story.
2. **Ask:** Who are characters in a story? Raise your hand. (Answer: people or animals that do actions and say things in the story)
3. **Say:** Look at the story on the board. Find the characters in the story.
4. Give pupils 2 or 3 minutes.
5. Have a pupil volunteer to come to the board and underline 1 character in the story.
6. Repeat with different pupils until all the characters have been underlined. The other pupils say whether the answers are correct. (Answers: lion, other animals, rabbit, bees)

Guided Practice (10 minutes)

1. **Write** the characters in the table on the board: lion, other animals, rabbit, bees
2. **Ask:** Which is the main character? Raise your hand. (Answer: lion)
3. **Write** 'main character' in the column 2 next to lion.
4. **Ask:** Why is the lion the main character. Raise your hand. (Answers: The story is about the lion and how the lion changes its voice.)
5. Ask the following questions and have pupils raise their hand to answer:
 - a. **Ask:** Which animal is the story about? (Answer: lion)
 - b. **Ask:** Which character changes? (Answer: Lion. The lion's roar changes)
 - c. **Ask:** What happens to lion? (Answer: The lion's voice changes. The lion is attacked by the bees.)
6. In column 3 of the table, **write:** The lion shows main action. The lion changes. The lion is attacked by the bees.
7. **Ask:** Which are the other characters? Raise your hand. (Answers: rabbit and the bees)
8. **Write** 'other characters' in the column 2 next to rabbit and the bees.

9. **Ask:** Why are they the ‘other characters’? Raise your hands. (Answers: they cause main action)
10. Ask the following questions and have pupils raise their hand to answer:
 - a. **Ask:** Do the rabbit and bees change? (Answer: no)
 - b. **Ask:** What do they do? (Answer: The rabbit puts honey on the bee’s paws. The bees attack the lion.)
11. In column 3, **write:** Rabbit and the bees do not change. They cause the main action.

Independent Practice (15 minutes)

1. Point to the table on the board. **Say:** You are going to write some sentences about the main character and some sentences about the other characters. Use the information in your table and the story.
2. **Say:** Here is an example for the main character. **Write** the sentence on the board: The main character in the story is the lion.
3. Point to the information in the table and the story. Show pupils where the information is.
4. **Say:** Now, write 1 more sentence for the main character and 2 sentences for each of other characters.
5. Have 1 or 2 pupils volunteer to read their sentences to the class. (Example answers: see completed table at the end of the lesson plan, under ‘role’)

Closing (2 minutes)

1. **Ask:** What happens to the lion? Raise your hand. (Answer: He gets attacked by bees and roars loudly)
2. **Ask:** What do the rabbit and bees do? Raise your hand. (Answer: The rabbit put honey on the lion’s paws. The bees attacked the lion.)
3. Praise pupils for their hard work.

[STORY]

Once upon a time the lion had a very gentle voice. The other animals were very worried because they could not hear the lion’s voice when he was hunting. The very intelligent rabbit decided to make the lion less dangerous. One day he saw the lion sleeping peacefully under a tree. There was a beehive in the tree but at that time, the bees were all working away from the hive. The rabbit decided to get honey from the hive and put it on the sleeping lion’s paws. Soon, the bees arrived from work and saw that someone had been inside their beehive. They were furious! They asked, “Who was in our home?” They saw the lion sleeping under the tree and there was honey on his paws. They attacked the lion! The poor lion was in so much pain that his gentle cries became thunderous roars that could be heard all over the animal kingdom. This is how the lion’s voice changed forever and he still roars until today.

[COMPLETED TABLE]

Character	Type	Role
Lion	main character	The lion changes. The lion shows main action. The lion is attacked by the bees. The lion’s voice becomes a roar.

Rabbit The bees	other characters	Rabbit and the bees do not change. The rabbit puts the honey on the lion's paws. The bees attacked the lion.
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Lesson Title: Specific Vocabulary	Theme: Building Up Vocabulary	
Lesson Number: L-06 -006	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use specific vocabulary to describe a specific context or event.	 Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan 3. Sentences at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** Do you like Cassava? Why? How often do you eat it? Raise your hands.
- Tell pupils that today they are going to describe how to grow and pick cassava.

Introduction to the New Material (10 minutes)

- Say:** Look at the text on the board. It is about growing and picking cassava.
- Say:** Another word for growing is producing, and another word for picking is harvesting.
- Write** ‘produce’ and ‘harvest’ on the board.
- Write** these questions on the board:
 - How big is the cassava when you plant it?
 - After how many months is the cassava plant grown?
- Point to the text and the questions on the board. **Say:** Read the text and answer the questions.
- Give pupils 5 minutes.
- Check the answers with the class. (Answers: a. 7 to 30 cm; b. 8 to 12 months)

Guided Practice (10 minutes)

- Put pupils in pairs.
- Say:** There are many new words in this text. Look at the table. Match the new words on the left with the meanings on the right.
- Give pupils 5 minutes.
- After 5 minutes check the answers with the class. Have pupils volunteer to share their answers. (Answers: 1.c; 2.a; 3.e; 4.b; 5.f; 6.d)

Independent Practice (11 minutes)

- Say:** Now we are going to look at how to grow and produce cassava.
- Write** these words on the board: stem, bury, shoots, select, moist, lift, cutting, roots
Point to the sentences on the board.
- Put pupils in pairs.
- Say:** Read the text again and use the words on the board to complete the sentences on the board.
- Give pupils 7 minutes.
- Have 3 girls and 3 boy pupils volunteer to share their answers. (Answers: 1. moist, 2. stem, cuttings, 3. bury, 4. roots, shoots, 5. lift, 6. select)

Closing (2 minutes)

1. **Ask:** Is it easy to grow and harvest cassava? Raise your hands.
2. Praise pupils for their hard work.

[TEXT]

Growing or producing cassava

1. Use 7-30cm parts of grown cassava stem, also called cuttings.
2. Plant the cuttings in moist soil by hand.
3. Bury only the lower half of the cutting in the ground.
4. After a few days, the cuttings produce new roots and new shoots grow on the stem.
5. Always keep the soil moist.
6. After 8 -12 months the cassava is big and grown, ready for harvesting.

Harvesting or picking cassava

1. Lift the lower part of the stem and pull the roots out of the ground.
2. Remove or cut the roots from the base of the plant.
3. Select the cuttings for the next production.

[VOCABULARY TABLE]

1. stem	a. put under ground
2. bury	b. parts of the plant under ground
3. shoots	c. part of the plant above the ground
4. roots	d. pieces of stem
5. moist	e. young leaves or branches
6. cuttings	f. slightly wet, not dry

[SENTENCES]

1. Do not plant cassava in dry soil; the soil should be ____.
2. Do not use the whole plant; use only parts of the ____, called ____.
3. Do not put the whole cutting in the ground; ____ only the lower half.
4. Soon new ____ and ____ grow; do not remove them.
5. Do not pull the top part of the stem; ____ the lower part.
6. Do not throw away the plant: ____ cuttings for the next production.

Lesson Title: Story Telling	Theme: Building Up Vocabulary	
Lesson Number: L-06-007	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read the story and identify the vocabulary in the story.	 Teaching Aids 1. Vocabulary table at the end of the lesson plan 2. Story at the end of the lesson plan 3. Questions at the end of the lesson plan	 Preparation 1. Write the vocabulary table at the end of the lesson plan on the board. 2. Write the story at the end of the plan on the board. 3. Write the questions at the end of the plan on the board.
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Opening (2 minutes)

1. **Ask:** Which animal is stronger, a lion or a mouse? Raise your hands. (Answer: a lion)
2. **Ask:** Can a mouse help a lion? Raise your hands. (Example answer: No, it is too small.)
3. Tell pupils that today they are going to read a story about a lion and a mouse.

Introduction to the New Material (12 minutes)

1. **Say:** Before we read, we need to understand the meaning of some of the words in the story.
2. Put pupils in pairs. Point to the vocabulary table on the board. **Say:** Match the words on the left with their meanings on the right.
3. Give pupils 5 minutes.
4. Check the answers with the class. (Answers: 1.d, 2.e, 3.a, 4.c, 5.b)
5. **Write** the question on the board: Can a mouse help a lion?
6. **Say:** Read the story and answer the question.
7. Give pupils 5 minutes.
8. Have a pupil volunteer to answer. (Answer: Yes. A mouse can help a lion.)

Guided Practice (9 minutes)

1. Point to the story. Point to the questions on the board. **Say:** Read the story again and answer the questions on the board.
2. Give pupils 6 minutes.
3. After 6 minutes clap your hands.
4. Have 3 girl and 3 boy pupils answer the questions. (Answers: a. He wanted to sleep but the mouse woke him up; b. He wanted to eat the mouse; c. to forgive him; d. No he did not. He let him go; e. The hunters caught him; f. He bit through the rope to free the lion.)

Independent Practice (11 minutes)

1. Tell pupils that you will ask them some questions. Tell them to raise their hands to answer.
 - a. **Ask:** What did the lion do for the mouse? (Answer: He did not eat him and let him go.)
 - b. **Ask:** Was this a good and kind thing to do; or was it a bad thing? (Answer: a good thing)
 - c. **Ask:** What did the mouse do for the lion? (Answer: He bit through the rope to free the lion.)
 - d. **Ask:** Was this a good thing? (Answer: Yes, it was.)
 - e. **Ask:** If the lion ate the mouse, what would happen? (Answer: The lion would have been caught and put in the zoo.)

2. **Say:** A lesson is something we learn from a story.
3. Put pupils in pairs.
4. **Ask:** What can we learn from this story?
5. **Say:** Work together and talk about what we can learn.
6. Give pupils 5 minutes.
7. **Ask:** What is the lesson in this story? What can we learn from this story? Raise your hands.
(Answer: If we are kind to people, they will be kind to us. Our kindness will get kindness back.)

Closing (1 minute)

1. **Ask:** What is the lesson in a story? (Answer: something we can learn from a story)
2. **Say:** Tell your family and friends the story you learned today.
3. Praise pupils for their hard work.

[VOCABULARY TABLE]

1. asleep	a. a big car to carry heavy things
2. forgive	b. a strong line or cord to tie something
3. truck	c. a place where caught animals live in cages
4. zoo	d. to be sleeping
5. rope	e. to forget a mistake

[STORY]

One day while a lion was asleep he felt something walking on his body. It was a mouse. He was angry because the mouse woke him up. He opened his mouth and decided to eat the mouse. Just then, the mouse said: "Please, King forgive me, it was my mistake. I will never do it again. One day I will try to help you too." The lion laughed and said: "You are too small to help me. Ok, this time I will let you go." A few hours later some hunters came and caught the lion and tied him to a tree. They went to look for a truck to take him to the zoo. The mouse saw the lion tied to the tree and ran up to him and started biting through the rope to free the lion. The little mouse said: "See, I can help you."

[QUESTIONS]

- a. Why was the lion angry?
- b. What did the lion want to do?
- c. What did the mouse ask the lion?
- d. Did the lion eat the mouse?
- e. Why was the lion tied to a tree?
- f. What did the mouse do when he saw the lion tied to a tree?

Lesson Title: Story Telling: Lesson and Characters	Theme: Building Up Vocabulary
Lesson Number: L-06-008	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to compose an oral story with a lesson and different characters.	 Teaching Aids 1. Table at the end of the lesson plan 2. Ideas at the end of the lesson plan	 Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the ideas at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** What was the lesson in the story about the lion and the mouse? (Answer: If we are kind to people they will be kind to us. Our kindness will get kindness back.)
2. Tell pupils that today they are going to write their own story.

Introduction to the New Material (5 minutes)

1. Point to the table on the board. **Say:** Look at the table on the board. This is from the story we read yesterday.
2. **Ask:** Who is the main character? Raise your hands. (Answer: lion)
3. **Ask:** Where were they? Raise your hands. (Answer: in the field)
4. **Ask:** How many actions were there? Raise your hands. (Answer: 3)
5. **Say:** Now you are going to do the same for your own story. It will be a story that happened at home. I will help you.
6. **Say:** Write the table in your books. Just write the left column with the headings. **Do not** write information about the mouse and lion story.
7. Give pupils 2 minutes to copy the table.

Guided Practice (14 minutes)

1. **Say:** We will use the same lesson as the lion and mouse story. Write it in your table in the last row. You have 1 minute.
2. Point to the ideas on the board. Explain that pupils can use these ideas or their own.
3. Give pupils 2 minutes to read the ideas.
4. **Say:** Choose your characters. Choose 1 main character and 1 other character. Write your characters in the table. You have 2 minutes.
5. **Say:** Now write where your story is happening. This must be a place. Choose 1 place from the list and write it in your table. You have 2 minutes.
6. **Say:** Now write the background or what happened when the story started or before. Choose from the ideas on the board or use your own and write it in your table. You have 2 minutes.
7. **Say:** Now think about the actions of your characters. Action 1 is a kind action from the main character. Choose 1. Write it in your table. You have 2 minutes.
8. **Say:** Action 2 is a problem that the main character has. Choose 1. Write it in your table. You have 2 minutes.
9. **Say:** Action 3 is a kind action from the other character. Choose 1. Write it in your table. You have 2 minutes.
10. **Say:** Your table is now complete and you are ready to write your story.

Independent Practice (14 minutes)

1. **Write** on the board: Once upon a time ...
2. **Say:** Now you are going to write a story using the information from your table. Write 8 to 10 sentences. Start your story 'Once upon a time ..'
3. Give pupils 12 minutes.
4. Have a pupil volunteer to come to the front of the class and read their stories.

Closing (1 minute)

1. **Say:** Bring your exercise books to the next lesson because you will perform your story.
2. Tell pupils to read their stories to their friends and families.
3. Praise pupils for their hard work.

[TABLE]

Characters	main character: lion and mouse (main characters) other characters: hunters
Where	in the field
Background	lion was sleeping , woke up, angry because mouse walked on him
Action 1 (kindness)	lion decides not to eat the mouse and be kind to him
Action 2 (problem)	lion needs help because hunters caught him
Action 3 (kindness)	mouse decides to be kind to Lion, bites the rope because Lion was kind to him
Lesson	If we are kind to people they will be kind to us.

[IDEAS]

Lesson: If we are kind to people, they will be kind to us.

Characters: I, my brother, my sister, my mother, my father, my grandmother, my grandfather

Place: in the field, in the village, in the house

Background: sleeping, walking, singing, dancing, talking to a friend

Action 1: help with dishes, help move something heavy, help someone who hurt themselves

Action 2: late for school, did not have a pencil, was sick

Action 3: give a lift, give a pencil, give some medicine

Lesson Title: Performing a Story	Theme: Building Up Vocabulary	
Lesson Number: L-06-009	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read yesterday's story using expression.	 Teaching Aids Story at the end of the lesson plan	 Preparation Write the story at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** What was the lesson in the story we wrote? Raise your hands. (Answer: If we are kind to others, other will be kind to us.)
2. Tell pupils that today they are going to perform their stories.

Introduction to the New Material (11 minutes)

1. Read the story of the lion and the mouse slowly and clearly. Read with expression.
2. **Write** the words on the board: anger, fear, laughter, kindness, pride
3. Put pupils in pairs.
4. **Ask:** What kind of feelings, expressions and emotions are there in the story?
5. **Say:** Work in pairs. Find the feelings on the board in the story.
6. Give pupils 5 minutes.
7. **Read:** One day while a lion was asleep he felt something walking on his body. It was a mouse. He was angry because the mouse woke him up. He opened his mouth and decided to eat the mouse.
8. **Ask:** What did the lion feel? What did the mouse feel? Raise your hands. (Answer: lion-anger; mouse-fear)
9. **Read:** Just then, the mouse said: "Please, King forgive me, it was my mistake. I will never do it again. One day I will try to help you too." The lion laughed and said: "You are too small to help me."
10. **Ask:** What did the mouse feel? How did the lion respond? Raise your hands. (Answer: mouse-fear; lion-laughter)
11. **Read:** A few hours later some hunters came and caught the lion and tied him to a tree. They went to look for a truck to take him to the zoo. The mouse saw the lion tied to the tree and ran up to him and started biting through the rope to free the lion. The little mouse said: "See, I can help you."
12. **Ask:** What did the lion feel? What did the mouse feel? (Answer: lion-fear; mouse-pride)

Guided Practice (10 minutes)

1. **Say:** Look at the stories you wrote in the last lesson. Find all the different feelings in your story.
2. Give pupils 6 minutes.
3. **Ask:** What can we use to show expression in writing and reading our story? (Example answers: punctuation marks, especially exclamation marks, verbs- laugh, voice)
4. **Say:** Work alone. Write the correct punctuation marks in your story. Think about how your characters feel in the story. Are they happy, sad or afraid?
5. Give pupils 3 minutes.

Independent Practice (12 minutes)

1. **Say:** Work alone. Read your story to yourself and practice reading with the emotions to show how the characters are feeling. You have 5 minutes.
2. **Say:** Work in pairs. Read the story with good expression and feelings to your partner.
3. Give pupils 8 minutes.
4. If possible, walk around and listen to some of the stories.
5. Have 2-3 pupils volunteer to perform their story in front of the class. Encourage the other pupils to listen and clap at the end of each performance.

Closing (1 minute)

1. **Ask:** What is important when we read a story? Raise your hands. (Example answer: Expressions and feelings)
2. Praise pupils for their hard work.

[STORY]

One day while a lion was asleep he felt something walking on his body. It was a mouse. He was angry because the mouse woke him up. He opened his mouth and decided to eat the mouse. Just then, the mouse said: "Please, King forgive me, it was my mistake. I will never do it again. One day I will try to help you too." The lion laughed and said: "You are too small to help me. Ok, this time I will let you go." A few hours later some hunters came and caught the lion and tied him to a tree. They went to look for a truck to take him to the zoo. The mouse saw the lion tied to the tree and ran up to him and started biting through the rope to free the lion. The little mouse said: "See, I can help you."

Lesson Title: Causes of Child Labour	Theme: Building up Vocabulary
Lesson Number: L-06-010	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify and discuss the various causes of child labour.	 Teaching Aids 1. Story at the end of the lesson plan 2. Questions at the end of the lesson plan 3. Table at the end of the lesson plan	 Preparation 1. Write the story at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board. 3. Write the table at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Raise your hand if you think it is wrong for children to work.
2. Have 2 or 3 pupils tell you why they think it is wrong.
3. Tell pupils that today they are going to read a story about Abu who works in a diamond mines.

Introduction to the New Material (8 minutes)

1. **Write** the question on the board: Why does Abu work in the diamond mines?
2. **Say:** Read the story on the board. Answer the question: Why does Abu work in the diamond mines?
3. Give pupils 5 minutes.
4. Ask pupils to ask you any new words which they do not understand. (Possible new words: diamond mines – digging in the ground for diamonds; disabled – having a physical or mental limitations; education – schooling)
5. **Say:** Let's check your answers together.
6. Have 1 or 2 pupils volunteer to share the answer with the class. (Answers: He is helping his family earn money. His father cannot work.)

Guided Practice (10 minutes)

1. **Say:** We are going to read Abu's story again.
2. Point to the questions on the board. **Say:** Read and answer the questions on the board.
3. Give pupils 5 minutes.
4. **Say:** Work in pairs and check your answers to the questions.
5. Have 5 different pupils volunteer to answer 1 of the questions. (Answers: a. in a diamond mine in Koidu; b. ten years old; c. No, they are very poor; d. His father is disabled; e. No, he doesn't.)

Independent Practice (13 minutes)

1. Point to the table on the board. **Say:** Look at the table on the board. Write it in your exercise book. You have 2 minutes.
2. **Say:** There are 3 causes of child labour. Read the story again and find information in the story for the 3 causes of child labour. Write it in the table.
3. Give pupils 7 minutes.

4. Have different pupils volunteer to share their answers with the class. (Answer: 1. His family is very poor. 2. His father is disabled and cannot work. 3. Abu did not need any education to work in the mine.)

Closing (2 minutes)

1. **Ask:** What are the causes of child labour? Raise your hands. (Answer: Poverty, bad family situations, no education)
2. Praise pupils for their hard work.

[TEXT]

Abu works in a diamond mines in Koidu in the east of Sierra Leone. He is ten years old and started working in the mines when he was 8. He has 7 brothers and sisters. His family is very poor. His father is disabled so he cannot work, so Abu and his older brother work in the mine to earn money for their family. If they do not work, their family will not have any money. It was easy to get work in the mine because he did not need any education. Abu has to do very hard work like digging in soil and moving heavy mud.

[QUESTIONS]

- a. Where does Abu work?
- b. How old is Abu?
- c. Does his family have money?
- d. Why can't his father work?
- e. Does Abu have education?

[TABLE]

Causes of Child Labour	Information from Abu's story
1. Poverty	
2. Bad family situation	
3. No education	

Lesson Title: Developing Ideas into a Paragraph	Theme: Writing skills
Lesson Number: L-06-011	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to construct sentences about the causes and effects of early marriage.	 Teaching Aids 1. Text at the end of the lesson plan 2. Keywords at the end of the lesson plan 3. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board. 2. Write the keywords at the end of the plan on the board. 3. Write the table at the end of the plan on the board.
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Opening (2 minutes)

- Ask:** What is a good age to get married and why? Raise your hands to answer. Have some pupils share their ideas.
- Tell pupils that today they will write some sentences about the causes and effects of early marriage.

Introduction to the New Material (8 minutes)

- Say:** Today we are going to read a story about a girl named Hawanatu.
- Check pupils understand the meaning of 'tradition' (actions done over many generations as part of religion or culture) and 'poverty' (not have any money).
- Write** the questions on the board: Why did Hawanatu get married so young? Why is she unhappy?
- Read the questions.
- Point to the story and questions on the board. **Say:** Read the story and answer the questions. Do not write anything.
- Give pupils 4 minutes.
- Have pupils volunteer to share their answers with the class. (Answers: a. She got married because her family is very poor, the bride price helped bring money and it was a tradition in her family. b. She is sad and lonely, she was sick, she cannot find a job and she feels scared.)
- Explain any new words in the story.

Guided Practice (10 minutes)

- Say:** Look at the words on the board. There are some keywords about causes or reasons for early marriage, and keywords about the effects of early marriage. Write the words in your exercise books. You have 4 minutes.
- Say:** Write 'C' next to the keywords which are cause. Write 'E' next to the word for effects or results. You have 2 minutes.
- Have pupils volunteer to share their answers. (Answers: 1. E, 2. C, 3. E, 4. E, 5. C, 6. E)

Independent Practice (13 minutes)

- Put pupils in pairs. **Say:** Now, we are going to make sentences about causes and effects of early marriage.
- Say:** Match the beginning of each sentence with the last part of the sentence. Write the correct sentences in your exercise books.

3. Give pupils 11 minutes.
4. If possible, walk around and help pairs if necessary.
5. **Say:** Let's check the answers together. Have 3 girl and 3 boy pupils volunteer to share the answers. (Answers: 1. b, 2. a, 3. e, 4. f, 5. c, 6. d)

Closing (2 minutes)

1. **Ask:** Which sentences are the causes of early marriage? (Answer: sentences 1 and 2)
2. **Ask:** Which sentences are the effects of early marriage? (Answer: sentences 3 to 6)
3. Praise pupils for their hard work.

[TEXT]

Hawanatu lives in Bo City in the centre of Sierra Leone. She is 16 years old and got married 2 years ago. Her husband, Tamba, is 32 years old. Hawanatu's family is very poor. When she got married, the bride price helped to earn money for her family. She did not want to get married but her father said it is the tradition in the family. Her mother also got married when she was very young.

Hawanatu is very sad and lonely because she cannot play with her friends anymore. She now has a baby but she is too young to be a mother, sometimes she does not know how to care for her child. After the baby was born, she was very sick because her body was too young to have a child. When she got married, she stopped going to school so now she cannot find a job. Sometimes, her husband gets angry with her so she feels very scared.

[KEYWORDS]

1. Sadness and loneliness
2. Poverty
3. Dangerous for a child's body
4. No future job possibilities
5. Tradition
6. Mental problems

[TABLE]

1. Girls marry early because they are told that	a. can help her very poor family with money.
2. The money from bride price of a young girl	b. it is a tradition in their family.
3. Girls become sad and lonely because	c. because a young body cannot have a child.
4. Young married girls cannot find a job because	d. because often the husband gets angry with a young girl.
5. Early marriage is dangerous for the body	e. they cannot play with their friends any more.
6. Early marriage can make girls scared	f. they stopped going to school.

Lesson Title: Organising Sentences into a Paragraph	Theme: Writing skills
Lesson Number: L-06-012	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use connecting words to link sentences in a paragraph.	 Teaching Aids Table at the end of the lesson plan	 Preparation Write the table at the end of the plan on the board.
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Opening (2 minutes)

1. **Ask:** What did we study in the last lesson? (Answer: causes and effects of early marriage)
2. **Say:** Raise your hand if you can remember any of the causes and effects of early marriage. Have 1 or 2 pupils talk about a cause and effect of early marriage. (Example answers: early marriage happens because the family is poor and needs money, an effect of early marriage is that the girl cannot go to school)
3. Tell pupils that today they going to write about the causes and effects of early marriage. Tell pupils that today they are going to connect words to write sentences into a paragraph.

Introduction to the New Material (5 minutes)

1. **Say:** We are going to use sentences to write a paragraph.
2. **Ask:** What is a paragraph? Raise your hands. (Answer: group of sentences about one topic)
3. **Say:** Yesterday we studied the causes and effects of early marriage. There are 2 topics under 'cause and effects' – (1) the causes of early marriage and (2) the effects of early marriage.
4. **Ask:** If there are 2 topics, how many paragraphs are there? (Answer: 2 because there is only one topic in a paragraph)
5. Remind pupils that a paragraph is a group of sentences about 1 main topic.
6. **Say:** We will only write 1 paragraph today.

Guided Practice (15 minutes)

1. Point to the table on the board. **Say:** Look at the sentences on the board.
2. **Ask:** Are the sentences about the causes or the effects of early marriage? Raise your hands. (Answer: the effects of early marriage)
3. **Say:** Match the sentences in the first column to the sentences in the third column.
4. Give pupils 3 minutes.
5. Have pupils volunteer to share the answers. Ask everyone to check their work. (Answers: 1. c, 2. a, 3. d, 4. b)
6. **Say:** Now, we are going to write sentences in a paragraph.
7. **Say:** You matched the sentences about the effects. We also need to show that there is an effect.
8. Point to the table and remind pupils that to show effect between sentences, we can use the following words 'so' and 'as a result of'
9. **Say:** I will do the first one to show you.
10. **Write** the sentence on the board: Very young married girls often stop going to school. As a result, this limits future job possibilities.
11. **Say:** This shows the effect of not going to school for young married girls. You can also use 'so'.
12. **Write:** Very young married girls often stop going to school. so, this limits future job possibilities.

13. **Say:** Write any one of these sentences in your exercise books. This is the first sentence in your paragraph.

Independent Practice (12 minutes)

1. **Say:** Now, you write the other 3 sentences in your exercise book. Use one of the effect words in the sentence – ‘so’ or ‘As a result of’.
2. Give pupils 8 minutes.
3. Have 2 or 3 pupils volunteer to read their paragraphs.

(Example answers: Very young married girls often stop going to school. So/As a result, this limits future job possibilities. Husbands of young married girls often hit them. So/As a result, this causes mental problems like being scared. Young married girls often cannot play with their friends. So/As a result, this makes them sad and lonely. Young married girls often have babies very young. So/As a result, this causes problems for their bodies.)

Closing (1 minute)

1. **Ask:** Which words can we use to show there is an effect between 2 sentences? Raise your hand.
(Answer: ‘so’ and ‘as a result’)
2. Praise pupils for their hard work.

[TABLE]

1. Very young married girls often stop going to school.	So, As a result,	a. this causes mental problems, like being scared.
2. Husbands of young married girls often hit them.		b. this causes problems for their bodies.
3. Young married girls often cannot play with their friends.		c. this limits future job possibilities.
4. Young married girls often have babies very young.		d. this makes them sad and lonely.

Lesson Title: Effects of Child Labour	Theme: Writing skills	
Lesson Number: L-06-013	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify and discuss the various effects of child labour.	 Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan 3. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board. 2. Write the questions at the end of the plan on the board. 3. Write the table at the end of the plan on the board.
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Opening (1 minute)

1. **Ask:** What topic did we look at in the last lesson? (Answer: the causes and effects of early marriage)
2. Tell pupils that today they are going to remember the story about Abu who works in the diamond mines and learn more about child labour.

Introduction to the New Material (9 minutes)

1. **Say:** Raise your hand if you remember Abu who works in a diamond mine.
2. **Ask:** What were the reasons or causes that Abu is working in the diamond mine? Raise your hand to answer. (Answers: Abu has a big family and they are very poor. His father cannot work so he has to. He does not go to school.)
3. **Say:** Now we are going to continue Abu's story.
4. Point to the questions on the board. **Say:** Read the second part of Abu's story. Answer the questions on the board.
5. Give pupils 5 minutes.
6. Explain any new words in the story. (Possible new words: dangerous – harmful; damaged – spoiled; properly – correctly; lonely – feeling alone; choice – option)
7. Have different pupils volunteer to answer the questions. (Answers: a. He has to do hard work every day. B. He has pain in his back. c. The dust damaged his eyes and he can't see properly now. d. because he didn't go to school. e. He misses his friends and family.)

Guided Practice (9 minutes)

1. Point to the table and the story on the board. **Say:** There are 3 effects of child labour. Read the story again and find information in the story for the effects of child labour. Write your information in the table.
2. Give pupils 6 minutes.
3. Have 3 pupils volunteer to share their answers with the class. (Answers: 1. He has a problem with his back and damaged eyes and now he cannot see properly. 2. He cannot find any other work. 3. He misses his friends and family.)

Independent Practice (13 minutes)

1. **Say:** You are going to design a poster about child labour. Think of a title for your poster. Draw a picture to show 1 of the effects of child labour. Write 2-3 sentences about child labour in your poster. For example: Child labour is harmful for children. Stop child labour!

2. Give pupils 8 minutes.
3. Put pupils in pairs. **Say:** Show and describe your poster to your partner.
4. Give pupils 4 minutes.

Closing (3 minutes)

1. Have 1 or 2 pairs come to the front of the class and describe their posters.
2. Praise pupils for their hard work.

[TEXT]

Abu is always tired because of the hard work. Every day he digs in soil and moves heavy mud. The hard work is not good for Abu's young body; he has pain in his back. The work is very dangerous because the dust in the mine damaged Abu's eyes and he cannot see properly now. He can't find any other work because he didn't go to school. He can only work in the mines. He is sad and lonely because he misses his friends and family, but he has no other choice.

[QUESTIONS]

- a. Why is Abu always tired?
- b. Why is the work not good?
- c. Why is the work dangerous?
- d. Why can't he find any other work?
- e. Why is Abu unhappy?

[TABLE]

Effects of child labour	Information from Abu's story
1. Dangerous for a child's body	
2. No different future jobs possible	
3. Sadness and Loneliness	

Lesson Title: Tenses: Participles	Theme: Writing skills
Lesson Number: L-06-014	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use participles to report on-going activities, both in the present and the past.	 Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan	 Preparation 1. Write the table at the end of the plan on the board. 2. Write the sentences at the end of the plan on the board.
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Opening (1 minute)

1. **Ask:** What were the names of the characters in the 2 stories we read this week? Raise your hands. (Answer: Abu and Hawanatu)
2. Tell pupils that today they are going to look at some of the things that Abu and Hawanatu do in their everyday lives.

Introduction to the New Material (13 minutes)

1. **Write** these sentences on the board: Abu was digging soil. Hawanatu is washing her husband's clothes.
8. **Say:** Look at the 2 sentences on the board.
9. Give pupils a minute to read the sentences.
10. **Ask:** Who is sentence 1 about? Raise your hands. (Answer: Abu)
11. **Ask:** And who is sentence 2 about? Raise your hands. (Answer: Hawanatu)
12. **Say:** Read the sentences again.
13. **Ask:** In which sentence is the action happening now? Raise your hands. (Answer: sentence 2)
14. **Ask:** Is this activity finished? Raise your hands. (Answer: No, on-going.)
15. **Ask:** In which sentence has the action happened before? Raise your hands. (Answer: sentence 1)
16. **Ask:** Was this activity finished? Raise your hands. (Answer: No, on-going)
17. **Say:** When we want to talk about on-going activities now we write the sentence like this.
18. Point to sentence 2 on the board. **Say:** Person is 'she', helping word is 'is', action word + ing is 'washing', other information is 'her husband's clothes'.
19. **Say:** When we want to talk about on-going activities that happened before we write the sentence like this.
20. Point to sentence 1 on the board. **Say:** Person is 'he', helping word is 'was', action word + ing is 'digging', other information is 'soil'.
21. **Say:** Look at this table on the board.
22. Explain the table. Point to the words as you say them.
23. Read the sentences in the table. Pupils listen and repeat.

Guided Practice (9 minutes)

1. **Write** this sentence on the board: He _____ (move) heavy mud. (now)
2. **Ask:** How can we write this sentence? **Say:** Think for a minute. This is happening now.
3. Give pupils a minute to think.
4. Have a pupil volunteer to come to the board and write the missing words in the sentence. (Answer: is moving)

5. **Write** this sentence on the board: She _____ (cook) food. (before)
6. **Ask:** How can we write this sentence? **Say:** Think for a minute. This was happening before.
7. Give pupils a minute to think. Have a pupil volunteer to come to the board and write the missing words. (Answer: was cooking)
8. Repeat with these sentences:
 - a. I _____ (talk) to my friend yesterday. (Answer: was talking)
 - b. We _____ (study) English now. (Answer: are studying)
9. Read the sentences. Pupils listen and repeat.

Independent Practice (8 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** Look at the sentences on the board. Write the complete sentences in your exercise book.
3. Give pupils 6 minutes.

Closing (4 minutes)

1. Have 1 or 2 pupils volunteer to come to the board and complete the sentences. (Answer: a. was eating; b. is doing; c. was crying; d. is helping; e. are working)
2. Praise pupils for their hard work.

[TABLE]

Person or thing	Helping verb	Verb+ing	Other information
I	am		
He/She/It	is		
You/We/They	are		
I/He/She/It		washing	the clothes now.
You/We/They	was were		the clothes before.

[SENTENCES]

- a. He _____ (eat) lunch. (before)
- b. She _____ (do) the dishes. (now)
- c. Hawanatu _____ (cry) for her family. (before)
- d. Abu _____ (help) his brother. (now)
- e. Hawanatu and Abu _____ (work). (now)

Lesson Title: Conjunctions	Theme: Writing skills
Lesson Number: L-06-015	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to construct compound sentences using conjunctions to join them.	 Teaching Aids Sentences at the end of the lesson plan	 Preparation Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** What topics have we discussed this week? Raise your hands. (Answer: child labour and early marriage)
- Tell pupils that today they are going to write more sentences.

Introduction to the New Material (10 minutes)

- Write** on the board: Child marriage can cause loneliness. It can cause problems for a girl's body.
- Ask:** Are these 2 sentences talking about the same thing? Raise your hands. (Answer: Yes, both are about the effects of child marriage.)
- Write:** Child labour can bring money for a poor family. It is bad for young children
Ask: Are these 2 sentences talking about the same thing? (Answer: No, it is opposite information. The first sentence is a good thing; the other sentence is not.)
- Write:** For some families child marriage is a tradition. The girl's mother also married very young.
Ask: Are these 2 sentences talking about the same thing? (Answer: No, the second sentence is the reason for the first sentence.)

Guided Practice (10 minutes)

- Say:** Look at number 1 again. It is the same kind of information. We can use the word 'and' here.
- Write** the joined sentence on the board: Child marriage can cause loneliness and it can cause problems for a girl's body.
- Say:** Look at number 2 again. The information is opposite in the 2 sentences. We can use the word 'but' here.
- Write** the joined sentence on the board: Child labour can bring money for a poor family but it is bad for young children.
- Say:** Look at number 3 again. The information is not the same; the second sentence is a reason.
- We can use the word 'because' here.
- Write** the joined sentence on the board: For some families child marriage is a tradition because the girl's mother also married very young.
- Say:** These are compound sentences. They are 2 simple sentences joined together to make 1 sentence using words like 'and', 'but' and 'because'.

Independent Practice (10 minutes)

- Point to the sentences on the board. **Say:** Look at the sentences on the board. There is a word missing. Write the complete sentences in your exercise book. Use 'and', 'but' and 'because'.
- Give pupils 6 minutes.

3. Have pupils volunteer come to the board and write the missing words. (Answer: a. but; b. and; c. because; d. and)

Closing (3 minutes)

1. **Ask:** When do we use and when we want to join 2 sentences? (Answer: in sentences with the same information)
2. **Ask:** When do we use but when we want to join 2 sentences? (Answer: in sentences with the opposite information)
3. **Ask:** When do we use because when we want to join 2 sentences? (Answer: when there is a reason)
4. Praise pupils for their hard work.

[SENTENCES]

- a. Early marriage brings money to a poor family _____ it is not good for young girls.
- b. Child labour causes health problems _____ it limits job possibilities.
- c. When a girl gets married she is lonely and sad _____ she cannot play with her friends.
- d. Children should play _____ they should go to school.

Lesson Title: Nouns: Countable and Uncountable	Theme: Building Vocabulary
Lesson Number: L-06-016	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify and describe countable and uncountable nouns and pronouns in a reading passage.	 Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Think of 2 things you know about our country, Sierra Leone. Write it in your exercise books. Give pupils 1 minute. Have a girl and a boy pupil volunteer to share what they have written.
2. Tell pupils that today they are going to read about their country, Sierra Leone

Introduction to the New Material (8 minutes)

1. **Say:** Before we read, I want to check some words. Check the meaning of these words with the pupils: ethnic group (group of people with the same language and culture); religion (practice of worshipping); transport (ways of moving from place to place); pollution (bad or harmful things in the air or in the land).
2. Explain the meanings of any other new words. (Possible new words: capital – main, most important; official – formal; major – big; produce – make; tropical – hot; natural resources – valuable materials found in the earth)
3. **Write** the question on the board: What are the 2 things the land is used for?
4. **Say:** Read the text and answer the question.
5. Give pupils 4 minutes.
6. Have 1 or 2 pupils share their answers. (Answer: farming and mining)

Guided Practice (14 minutes)

1. **Say:** Read the text again. Write all the nouns in the passage in your exercise books. Remember, a noun is a name, place, animal or thing.
2. **Say:** I will show you. In the first sentence we can write ‘country’ and ‘city’ because they are nouns – they are places. In the second sentence we can write ‘ethnic groups’ because we can see them.
3. **Say:** Now, look at the rest of the text and do the same.
4. Give pupils 8 minutes.
5. Have different pupils volunteer to come to the board and underline the nouns. (Answers: country, city, ethnic groups, language, people, religions, transport, cars, buses, ferries, land, farming, farmers, rice, cassava, vegetables, fruit, mangoes, pineapples, trees, oil, mining, diamonds, iron, gold, pollution, water, diseases, Ebola, HIV/AIDS, malaria)
6. **Say:** Look at the table. The table has 10 of the words we underlined in the text. **Say:** Some words are things you can count and some words you cannot count.

Independent Practice (10 minutes)

1. **Ask:** Can you count mangoes? Raise your hands. (Answer: Yes.)
2. **Ask:** Can you count rice? Raise your hands. (Answer: No.)
3. Explain that when you measure rice you say ‘bag of rice’ or ‘cup of rice’ because it is too difficult to measure the grains of rice.
4. **Say:** There are 2 kinds of nouns – countable (those which can be counted) and uncountable (those which cannot be counted)
5. **Write:** Countable and Uncountable on the board.
6. Put pupils in pairs.
7. **Say:** Work in pairs. Look at the words in the table and write ‘C’ if you can count it and ‘U’ if you cannot count it. Write ‘C’ next to mango and ‘U’ next to rice. ‘C’ stands for ‘countable’ and ‘U’ stands for uncountable.
8. Give pupils 6 minutes.
9. Have 4 girls and 4 boys volunteer to come to the board and write ‘C’ or ‘U’ next to the words in the table. (Answers: 1. C, 2. U, 3. C, 4. C, 5. U, 6. U, 7. U, 8. C, 9. U, 10. C.)
10. Underline the sentence ‘They grow well in Sierra Leone’s climate.’
11. **Ask:** Which word is a pronoun? Raise your hands. (Answer: they)
12. **Ask:** What is ‘they’? Raise your hands. (Answer: mangoes and pineapples)
13. Underline the sentence ‘It sometimes makes water and land unclean.’
14. **Ask:** Which word is a pronoun? Raise your hands. (Answer: It)
15. **Ask:** What is ‘it’? Raise your hands. (Answer: pollution)
16. **Say:** We can count mangoes and pineapples so we use ‘they’. We cannot count pollution so we use ‘it’.

Closing (1 minute)

1. **Ask:** What is the difference between the words in the table? (Answer: some of them you can count and some of them you cannot count.)
2. Praise pupils for their hard work.

[TEXT]

Sierra Leone is a small country in West Africa and Freetown is the capital city. There are almost 20 different ethnic groups. English is the official language but most people speak Krio. The 2 major religions are Islam and Christianity. In major cities, there are many types of transport like cars, buses and ferries. Sierra Leone has good land for farming. Farmers farm rice, cassava and other vegetables. Farmers also produce fruit like mangoes and pineapples. They grow well in Sierra Leone’s tropical weather. Palm trees are grown for the production of many things including cooking oil. Sierra Leone is rich in natural resources, so there is a lot of mining of diamonds, iron and gold. Pollution can be a problem in Sierra Leone. It sometimes makes the water and land unclean. Diseases like Ebola, HIV/AIDS and malaria can affect the health of the people of Sierra Leone.

[TABLE]

1. mango	C	6. transport	
2. rice	U	7. fruit	
3. country		8. vegetable	
4. language		9. oil	
5. water		10. disease	

Lesson Title: Nouns: Countable	Theme: Building Vocabulary
Lesson Number: L-06-017	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use countable nouns in sentences.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Exercise at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the plan on the board. 2. Write the exercise at the end of the plan on the board.
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Opening (1 minute)

1. **Ask:** What did we learn in the last lesson? Raise your hand. (Answer: things that we can count and things that we cannot count)
2. **Say:** Raise your hand if you can tell me something we can count. (Example answers: mangoes, countries, people)
3. **Say:** Raise your hand if you can tell me a word for something we cannot count. (Example answers: water, rice, oil)
4. **Say:** Tell pupils that today they will learn about how to write sentences with things we can count.

Introduction to the New Material (12 minutes)

1. Point to the sentences on the board. **Say:** Read the sentences on the board. As you read the sentences decide if we can count the underlined words.
2. Give pupils 2 or 3 minutes.
3. **Ask:** Can we count the underlined words? Raise your hands. (Answer: Yes, we can.)
4. **Say:** Look at the first sentence. **Ask:** How many countries are we talking about? Raise your hands. (Answer: 1)
5. Circle 'a' in the sentence. Explain that when we talk about 1 thing we use 'a'.
6. **Say:** Look at second sentence. **Ask:** How many languages are we talking about? Raise your hands. (Answer: one)
7. Circle 'an' in the sentence. Explain that when we talk about one thing that starts with the letters a, e, i, o, u we use 'an'.
8. **Say:** Look at sentence the third sentence. **Ask:** How many religions are we talking about? Raise your hands. (Answer: 2)
9. Circle '2' in the sentence. Explain that when we talk about things and we know the exact number we can use a number.
10. **Say:** Look at sentence d. **Ask:** How many farms are we talking about? (Answer: a lot)
11. **Ask:** Do we know how many? (Answer: no) **Ask:** Are there many farms or only a few? (Answer: many)
12. Circle 'a lot of' in the sentence. Explain that when we talk about things that are many but we do not know the exact number we can use 'a lot of'.
13. **Say:** Look at sentence e. **Ask:** How many people are we talking about? (Answer: some)
14. **Ask:** Do we know how many? (Answer: no)
15. **Say:** When we talk about things that are not too many but we do not know the exact number we can use 'some'.

Guided Practice (12 minutes)

1. **Write** the words on the board: a lot of, a, some, an, 2
2. Point to the exercise on the board. **Say:** Write the 5 sentences in your exercise books. Choose the correct word on the board to complete the sentences. Work alone.
3. Give pupils 6 minutes.
4. Have 3 girl and 2 boy pupils volunteer to share their answers. (Answers: a. a, b. A lot of, c. an, d. 2, e. some.)

Independent Practice (8 minutes)

1. **Write** these words on the board: houses, shops, school, market, language.
2. **Say:** Write 5 sentences about your village or town. Use the words on the board. Use the other sentences on the board to help you. Remember to use 'a', 'an', 'some' and 'a lot of' or a number.
3. Give pupils 7 minutes.
4. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class.

Closing (2 minutes)

1. **Ask:** Which words can we use with things we can count? Raise your hand to answer. (Answer: some, a lot of, numbers, a, an)
2. Praise pupils for their hard work.

[SENTENCES]

- a. Sierra Leone is a small country.
- b. English is an official language in many countries.
- c. There are 2 major religions in Sierra Leone.
- d. There are a lot of farms.
- e. Some people don't like cassava!

[EXERCISE]

- a. There is ___ palm tree in our garden.
- b. _____ people speak Krio; it is used in almost all families.
- c. Tamba wanted to buy _____ apple, but could only find guavas.
- d. Sierra Leone has _____ neighbouring countries, Liberia and Guinea.
- e. _____ mines in Sierra Leone, not too many, have gold.

Lesson Title: Nouns: Uncountable	Theme: Building Vocabulary
Lesson Number: L-06-018	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use uncountable nouns in sentences.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Exercise at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the exercise at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What did we learn about in the last lesson? (Answer: words we can use to show amounts with countable nouns)
2. **Say:** Raise your hand if you can tell me something we cannot count. (Example answer: water, rice, pollution, transport).
3. Tell pupils that today they will learn how to write sentences using uncountable nouns.

Introduction to the New Material (12 minutes)

1. Point to the sentences on the board. **Say:** Read the sentences on the board. Think for a minute. Decide if we can count the underlined words.
2. Give pupils 1 minute.
3. **Ask:** Can we count the underlined words? Raise your hands. (Answer: no)
4. **Say:** Write the sentences in your exercise books.
5. Give pupils 3 minutes.
6. **Say:** Look at the first sentence.
7. **Ask:** Are we talking about a big amount or a small amount of transport? Raise your hands. (Answer: a small amount)
8. **Ask:** How do we know it is small? Raise your hands. (Answer: a little)
9. **Say:** Circle 'a little' in the sentence. When we talk about a small amount for words we cannot count we use 'a little'.
10. **Say:** Look at sentence b.
11. **Ask:** How much rice are we talking about? (Answer: a lot)
12. **Ask:** Do we know how much? (Answer: no)
13. **Ask:** Are there many farms or only a few? (Answer: many)
14. **Say:** Circle 'a lot of' in the sentence. When we talk about things that are many but we don't know the exact number we can use 'a lot of'.
15. **Say:** Look at sentence c.
16. **Ask:** How much oil are we talking about? Raise your hands. (Answer: a large amount)
17. **Ask:** Do we know how much? (Answer: no)
18. **Say:** Circle 'a large amount' in the sentence. When we talk about a big amount and we don't know how much we can use 'a large amount'.
19. **Say:** Look at sentence d.
20. **Ask:** Are we talking about all the land? (Answer: no)
21. **Ask:** Are we talking about a large amount? (Answer: no)
22. **Ask:** Are we talking about a little? (Answer: yes)

23. **Say:** Circle ‘some’ in the sentence. When we talk about things that are not a lot but not a little we can use ‘some’.

Guided Practice (5 minutes)

1. **Write** the words and phrases on the board: a little, some, a lot of, a large amount of
2. Point to the exercise on the board. **Say:** Work alone. Look at the sentences on the board. There are some missing words. Write complete sentences in your exercise books. Use the words on the board.
3. Give pupils 5 minutes.
4. After 5 minutes clap your hands.
5. Have a pupil volunteer to come to the board and complete the sentences. (Answers: a. a large amount, b. a lot of, c. some, d. a little)

Independent Practice (14 minutes)

1. **Write** the words on the board: transport, pollution, water, rubbish, rice, fruit.
2. **Say:** Write 5 sentences about your village or town. Use the words on the board. Use the sentences on the board to help you.
3. Remember to use ‘a little’, ‘some’, ‘a lot of’ and ‘a large amount of’ in your sentences.
4. Give pupils 10 minutes.
5. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class.

Closing (2 minutes)

1. **Ask:** Which words can we use with words we cannot count (uncountable nouns)? (Answer: some, a lot of, a large amount, a little)
2. **Ask:** Which of these words can we also use with count words (countable nouns)? (Answer: some, a lot of)
3. Praise pupils for their hard work.

[SENTENCES]

- a. There is a little transport in small cities and villages.
- b. People in Sierra Leone eat a lot of rice.
- c. People in Sierra Leone use a large amount of oil.
- d. Some of the land is polluted.

[EXERCISE]

1. There is _____ of polluted water; almost all the rivers are polluted.
2. Many farmers grow _____ fruit, people like eating fruit.
3. You can buy drinking water at _____ shops; about half of the shops do not sell water.
4. There is _____ mining near Freetown; almost all mines are in the east, north and west of the country.

Lesson Title: Meanings of Words: 'un'	Theme: Building Vocabulary	
Lesson Number: L-06-019	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to form words using the prefix 'un'.	 Teaching Aids 1. Table at the end of the lesson plan 2. Exercise at the end of the lesson plan	 Preparation 1. Write the table at the end of the plan on the board. 2. Write the exercise at the end of the plan on the board.
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Opening (4 minutes)

1. Tell pupils that you will say a word. They should raise their hand to say the opposite of the word.
2. **Say:** Big. (Answer: small)
3. **Say:** Tall. (Answer: short)
4. Repeat with these words: fat (thing), ugly (beautiful), boring (fun).
5. Tell pupils that today they are going to learn how to make words which have an opposite meaning by adding some letters to the word.

Introduction to the New Material (5 minutes)

1. **Write** 'happy' and 'friendly' on the board.
2. **Say:** Here are 2 words on the board.
3. **Say:** Raise your hand if you know the opposite of these words. (Example answers: sad/unhappy and rude/unfriendly). If pupils says 'sad' or 'rude' as the opposites, tell them that that is correct. Another word for 'sad' is 'unhappy' and for 'rude' is 'unfriendly'.
4. **Write** 'unhappy' and 'unfriendly' on the board.
5. **Ask:** What is the same about the 2 words now? Raise your hands. (Answer: Both words begin with 'un'.)
6. **Ask:** What do you think the meaning of 'un' is? Raise your hands. (Answer: not; unhappy means not happy and unfriendly means not friendly.)
7. Explain that we can sometimes change the meaning of words by adding some letters to the start of the word. Point to 'un' in 'unfriendly' and 'unhappy'. Explain that 'un' is a prefix.
8. **Write:** prefix – un

Guided Practice (13 minutes)

1. Point to the table on the board.
2. **Say:** Work in pairs. Look at the table. In the first column there are some words. In the second column are the meanings of the words. Match the word to the right meaning. Write the answers in your exercise book.
3. Give pupils 5 minutes.
4. Have 3 girl and 3 boy pupils volunteer to share their answers. Check the answers with the class. (Answers: 1-c, 2-d, 3-f, 4-b, 5-a, 6-e)
5. **Say:** In the table there is a third column. Write the opposite word.
6. Do an example. **Say:** The opposite of 'afraid' is 'unafraid'. Add 'un' to the front of the word to make it opposite.
7. **Write** 'unafraid' in the third column.
8. Give pupils 4 minutes.

- Call out the answers and tell pupils to check their work. (Answers: 1. unafraid, 2. unclean, 3. unsafe, 4. untidy, 5. unwell, 6. unlucky)

Independent Practice (11 minutes)

- Point to the exercise on the board. **Say:** Look at the sentences. There are some missing words.
- Complete the sentences with 1 of the words from the table.
- Give pupils 8 minutes.
- If possible, walk around the classroom and help pupils who are having difficulty.
- Ask pupils to raise their hand to share answers.
- Write** the correct answer on the board. Ask pupils to check their work. (Answers: 1. untidy, 2. unsafe, 3. unwell, 4. unlucky, 5. unclean, 6. unafraid, 7. unfriendly)

Closing (2 minutes)

- Ask:** How can we change some words to their opposite meanings? Raise your hands. (Answer: by adding 'un' to the beginning of the word)
- Praise pupils for their hard work.

[TABLE]

Word	Meaning	Opposite word
1. afraid	a. to feel healthy	
2. clean	b. neat and in order	
3. safe	c. to feel fear	
4. tidy	d. not dirty	
5. well	e. have good luck	
6. lucky	f. no danger	

[EXERCISE]

- Bintu's room is tidy, but her brother's room is _____.
- Sao thought that the park was _____ at night, but he walked there and it was safe.
- Our teacher said she was well, but in the afternoon we could see she was _____.
- Esther was lucky to pick up some money, but Mity had an accident, she is so _____.
- They think the water is clean to drink, but the doctor says it is _____.
- Abdul was _____ when he saw the lion, but Zainab was afraid and cried.
- The people in the store are friendly, but at the station they are _____.

Lesson Title: Suffixes: 'able' and 'ment'	Theme: Building Vocabulary
Lesson Number: L-06-020	Class/Level: Class 6 Time: 35 minutes

Learning Outcomes  By the end of the lesson, pupils will be able to form adjectives and nouns using the suffixes 'able' and 'ment'.	Teaching Aids  1. Tables at the end of the lesson plan. 2. Sentences at the end of the lesson plan.	Preparation  1. Write the 2 tables at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

- Say:** Raise your hand if you can tell me the opposite of 'friendly'. (Answer: unfriendly)
- Repeat with these words: safe (unsafe), afraid (unafraid), happy (unhappy), well (unwell).
- Ask:** What do we call words like 'un' (point on board) which come before words and change their meaning? Raise your hand. (Answer: prefixes)
- Tell pupils that today they are going to learn how to change word by adding letters to the end of the word. They are called 'suffixes'
- Write:** suffix

Introduction to the New Material (10 minutes)

- Write** 'enjoy' on the board.
- Say:** This is an action word or verb.
- Ask:** What is the meaning of 'enjoy'? Raise your hands. (Answer: to like/ have fun)
- Say:** We can change this action word/verb to a word that describes someone or something.
- Write** 'enjoyable' on the board.
- Explain that when we add 'able', the word changes and describes someone or something. It changes the verb to an adjective/describing word.
- Write** these sentences on the board: I enjoyed the film. The film was enjoyable.
- Explain that in the first sentence 'enjoy' is a verb. In the second sentence 'enjoyable' describes the film so it is an adjective.
- Write** 'move' on the board.
- Say:** Here is another action word or verb.
- Ask:** What is the meaning of 'move'? (Answer: go from one place to another)
- Say:** We can change this action word to a noun.
- Write** 'movement' on the board.
- Explain that when we add 'ment', the verb becomes a noun.
- Write** these sentences on the board: The people moved slowly. The movement was slow.
- Explain that in the first sentence 'move' is a verb - something the people did. In the second sentence 'movement' is a noun.

Guided Practice (8 minutes)

- Put pupils in pairs.
- Point to the first table on the board. **Say:** Look at the table 1. Change the verb to an adjective by adding 'able'.
- Give pupils 3 minutes.

4. Have pupils volunteer to share their answers. **Write** the answers on the board. (Answers: wearable, likeable, useable)
5. Point to the second table. **Say:** Write the noun by adding ‘ment’ to the end of the word.
6. Give pupils 3 minutes.
7. Have pupils volunteer to share their answers. **Write** the answers on the board. (Answers: payment, agreement, improvement)

Independent Practice (13 minutes)

1. Point to the exercise on the board. **Say:** Look at the sentences. There are some missing words.
2. Write complete sentences in your exercise books. Write the missing word in each sentence. You will find the answers in the tables you have just filled. Remind pupils that words ending in ‘able’ are adjectives and words ending in ‘ment’ are nouns.
3. Give pupils 9 minutes.
4. Have pupils volunteer to come to the board and complete the sentences. The other pupils must watch and say if it is correct. (Answers: a. wearable, b. likeable, c. payment, d. useable, e. improvement)

Closing (2 minutes)

1. **Ask:** How can we change some words to make different words? (Answer: by adding ‘ment’ or ‘able’ at the end of the word)
2. Praise pupils for their hard work.

[TABLE 1 (ABLE)]

Action Word	Describing word (able)
1. wear	
2. like	
3. use	

[TABLE 2 (MENT)]

Action Word	Thing (ment)
1. pay	
2. agree	
3. improve	

[EXERCISE]

- a. My shirt was spoiled when I washed it, but it is still _____.
- b. I really like the new teacher, he is very _____.
- c. The _____ was 50 Leone, I paid it yesterday. _____
- d. Mohamed said he could not use the old bicycle but it is still _____.
- e. The _____ is because of the new teachers at our school; many pupils do better work.

Lesson Title: Types of Compositions	Theme: Creative Writing	
Lesson Number: L-06-021	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to distinguish between a narrative and a descriptive composition.	 Teaching Aids 1. Texts 1 and 2 at the end of the lesson plan 2. Questions at the end of the lesson plan 3. Table at the end of the lesson plan	 Preparation 1. Write Texts 1 and 2 at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Raise your hand if you can tell me something you read. (Example answers: story, advert, poem, newspaper, comic, magazine, text book)
2. Tell pupils that today they are going to read 2 different kinds of texts.

Introduction to the New Material (7 minutes)

1. Point to the 2 texts. **Write** the titles on the board: A special moment in my life. My best friend.
2. **Say:** Here are 2 titles. Read the texts and match them to the titles.
3. Give pupils 4 minutes.
4. Have a girl and a boy pupil volunteer to share their answers. (Answer: Text 1-My best friend, Text 2-A special moment in my life)
5. Check the meaning of any new words (e.g. clever - intelligent, know many things; goalpost - where you score a goal in football).

Guided Practice (10 minutes)

1. Point to the texts and the questions. **Say:** Read the texts again and answer the questions.
2. Give pupils 5 minutes.
3. After 5 minutes clap your hands. Have 2 boy and 2 girl pupils volunteer to share their answers. (Answers: a. twelve, b. homework. c. Tamba. d. very happy)
4. **Ask:** Which text is describing a person? Raise your hands. (Answer: Text 1-My best friend)
5. Explain that a descriptive text describes something or someone and uses adjectives and other descriptive words.
6. **Ask:** Which text is telling a story about an event? Raise your hands. (Answer: Text 2-A special moment in my life)
7. Explain that a narrative text describes an event and give us information about when it happened and what happened. It also gives information about the order of things happened.

Independent Practice (15 minutes)

1. Tell pupils to look at the table. Tell them to find words in Text 1 to describe Kumba.
2. **Say:** I wrote ‘beautiful’ here because it describes Kumba. Find other words to write in the table which describe Kumba.
3. Give pupils 5 minutes.
4. **Write** the answers in the table. (Answers: beautiful, tall, short black hair, round face, black eyes, funny, clever)

5. Ask pupils to check their work.
6. Tell pupils to look at Text 2. Tell them to find words that tell us when things happened.
7. **Say:** I wrote ‘suddenly’ here because it describes the time when he heard his name. Find more words to write here that tell us when things happened.
8. Give pupils 5 minutes.
9. **Write** the answers in the table. (Answers: suddenly, then, the next thing, after this)
10. Ask pupils to check their work.
11. **Ask:** What is the difference between the 2 texts? Raise your hand. (Answer: One text is describing something and one text is telling a story where and when something happened.)

Closing (2 minutes)

1. Ask pupils to raise their hand if they can tell you what a descriptive text describes. (Answer: someone or something)
2. Ask pupils to raise their hand if they can tell you what a narrative text describes. (Answer: a story or something that happened.)
3. Praise pupils for their hard work.

[TEXT 1]

Her name is Kumba. She is twelve years old, the same age as me. She is a beautiful, tall girl with short black hair. She has a round face with big, black eyes. She is a very funny girl and always makes jokes. Kumba is very clever, so she always helps me with my homework. I am really happy to have a best friend like Kumba.

[TEXT 2]

I was on the left side of the field near the goalpost of the other team. Suddenly I heard my name “Tamba!” and the ball came to me. My heart was beating very fast. Then, one player tried to take the ball but I quickly went in the opposite direction, with my right foot I kicked the ball very hard. The next thing I saw, the ball was going into the goal. I couldn’t believe it! I scored a goal! I was very excited! After this, my teammates ran to me and hugged me. We were very happy. This was the first time I scored a goal.

[QUESTIONS]

- a. How old is Kumba?
- b. What does Kumba help her friend with?
- c. Who scored the goal?
- d. What did he feel like when he scored?

[TABLE]

text	words
My best friend	beautiful
A special moment in my life	

Lesson Title: Writing: My Personal Moment	Theme: Creative Writing
Lesson Number: L-06-022	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to plan a composition describing a moment in their life.	 Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** What did we do in the last lesson? (Answer: We read 2 texts, one describing someone and one describing a special moment.)
2. Tell pupils that today they are going to plan a composition about a special moment in your life.

Introduction to the New Material (10 minutes)

1. Point to the table on the board. **Say:** We are going to use this table to plan your writing. The table has information from the story about Tamba.
2. **Say:** This is what happened first: Tamba was on the left side on the field. (Point to column 1)
3. **Say:** Next, he heard his name and the ball came to him. (Point to column 2)
4. **Say:** Next, a player tried to take the ball but he went in the opposite direction. (Point to column 3)
5. **Say:** Then, Tamba kicked the ball very hard and scored a goal. (Point to column 4)
6. **Say:** And finally, Tamba's teammates ran and hugged him. (Point to the final row at the bottom)
7. Explain that this is what happened in the story. Explain that the events are in order.
8. Erase all the information about Tamba, leaving only the text in bold (see table below).
9. Tell pupils to write the empty table in their exercise books. Give pupils 3 minutes.
10. Explain that when we write about an event that has happened, we use the simple past tense
11. Tell pupils that we usually write the order in which things happened.

Guided Practice (6 minutes)

1. **Say:** We are going to write about a time when you received a gift.
2. **Ask:** What gifts have you received? Raise your hands. (Example answers: dress, football, book)
3. **Say:** Work in pairs. Tell each other about a time you received a gift. You will write a story about this.
4. Give pupils 3 minutes.
5. Have a girl and a boy pupil volunteer to share their answers.
6. **Say:** Write the topic at the top of your table: The time I received a gift.
7. Give pupils 1 minute.

Independent Practice (15 minutes)

1. **Say:** Think about the time when you received a gift.
2. **Say:** Look at the table. Where were you? What happened first? For example, I was in my house or I was in the village. Write this information in the column 1. Give pupils 4 minutes.

3. **Say:** Now, complete the other columns in the same way we completed them with Tamba's story. Plan your own story about a time when you received a gift.
4. Give pupils 10 minutes.

Closing (3 minutes)

1. Have 1 or 2 pupils volunteer to share their story.
2. **Say:** Bring your exercise books tomorrow. We will continue writing our story.
3. Praise pupils for their hard work.

[TEXT]

I was on the left side of the field near the goalpost of the other team. Suddenly I heard my name "Tamba!" and the ball came to me. My heart was beating very fast. Then, one player tried to take the ball but I quickly went in the opposite direction, with my right foot I kicked the ball very hard. The next thing I saw, the ball was going into the goal. I couldn't believe it! I scored a goal! I was very excited! After this, my teammates ran to me and hugged me. We were very happy. This was the first time I scored a goal.

[TABLE]

Topic: A special moment in my life			
What happened? Write what happened in order.			
First	Then	Next	Last
I was on the left side of the field.	I heard my name and the ball came to me.	A player tried to take the ball. I went in the opposite direction.	I kicked the ball very hard and scored a goal.
What happened at the end?			
My teammates ran to me and hugged me.			

Lesson Title: Writing: Expressing Emotions	Theme: Creative Writing
Lesson Number: L-06-023	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a composition that expresses emotions about a personal moment in their life.	 Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write table at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** What did we do in the last lesson? Raise your hands. (Answer: We planned our writing, we wrote about a time when we received a special gift.)
- Tell pupils that today they are going to write about a special moment in their life and how they felt at that time.

Introduction to the New Material (10 minutes)

- Point to the table on the board. **Ask:** Do you remember this table from yesterday? Raise your hands if you do.
- Say:** Today, we are only going to complete the table with Tamba's feelings in the story.
- Point to the text. **Say:** Look at the text. Tamba's feelings or emotions in the story are underlined. This tells us how he was feeling during the story.
- Point to the first underlined phrase in the text. Read: My heart was beating very fast.
- Explain that this means Tamba was nervous.
- Point to column 2. Read the sentences in column 2.
- Point to the second underlined phrase in the text. **Say:** Look at the next feeling.
- Read:** I was very excited!
- Point to the last column in the table. Read the sentences in column 4.
- Point to the third underlined phrase in the text: Read: We were very happy.
- Point to the bottom row of the table. Read the sentences in the final row of the column.
- Explain that we can write about how we feel at different times in our story.

Guided Practice (5 minutes)

- Say:** We are going think about your feeling at the time when you received a gift.
- Ask:** How do you feel when you receive a gift? Do not raise your hand. Think for a minute.
- Give pupils a minute to think.
- Say:** Work in pairs. Tell each other about the feelings you have when you receive a gift.
- Give pupils 2 minutes
- Have 1 or 2 pupils volunteer to share their answers.

Independent Practice (15 minutes)

- Say:** Open your exercise books to the page where you made the table. Now, you are going to write those feelings in your table. Remember the time you received a special gift.
- Say:** Look at the table. What did you feel first? Were you excited, happy or nervous? Write it in the correct column.

3. **Say:** Now, write more feelings during your story.
4. Give pupils 3 minutes.
5. **Say:** Now, write all the sentences in the table in your exercise book. Write your sentences so it looks like the story on the board. (Point to the text.)
6. Give pupils 10 minutes.

Closing (3 minutes)

1. Have 1 girl and 1 boy volunteer to read their stories.
2. **Say:** Bring your exercise books tomorrow. We will work more with your stories.

[TEXT]

I was on the left side of the field near the goalpost of the other team. Suddenly I heard my name “Tamba!” and the ball came to me. My heart was beating very fast. Then, one player tried to take the ball but I quickly went in the opposite direction, with my right foot I kicked the ball very hard. The next thing the ball went in the goal. I couldn’t believe it! I scored a goal! I was very excited! After this, my team mates ran to me and hugged me. We were very happy. This was the first time I scored a goal.

[TABLE]

A personal moment in my life			
What happened? Write what happened in order.			
First	Then	Next	Last
I was on the left side of the field	I heard my name and the ball came to me. I was nervous.	a player tried to take the ball I went in the opposite direction	I kicked the ball very hard and scored a goal. I was very excited
What happened at the end?			
My teammates ran to me and hugged me. We were very happy			

Lesson Title: Writing: Proofreading and Editing	Theme: Creative Writing	
Lesson Number: L-06-024	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to proofread and edit their composition.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Incorrect sentences at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the incorrect sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Ask:** What are punctuation marks? (Answers: They are signs we use when we write to make reading better and easier.)
2. **Say:** Listen and follow. Draw a full stop in the air. Draw a comma in the air. Draw an exclamation mark in the air. Pupils draw the punctuation marks in the air.
3. Tell pupils that today they are going to read their stories and make sure the grammar, spelling and punctuation are correct.

Introduction to the New Material (10 minutes)

1. Point to the different examples as you ask the questions. **Say:** Look at the sentences on the board. Answer my questions. Raise your hands to answer.
2. Point to a capital letter in the sentences. **Ask:** What do we call this letter? (Answer: capital letter/upper case letter)
3. Remind pupils we use a capital letter/ upper case letter for names and at the start of a new sentence.
4. Point to a full stop in the sentences. **Ask:** What do we call this? (Answer: full stop)
5. Remind pupils we use a full stop and at the end of a sentence.
6. Point to an apostrophe in the sentences. **Ask:** What do we call this? (Answer: apostrophe)
7. Remind pupils we use apostrophes to show possession or that something belongs to someone. For example: Wenish's pen.
8. Point to a comma in the sentences. **Ask:** What do we call this? (Answer: comma)
9. Remind pupils we use a comma for a list or for a short pause in the sentence.
10. Point to an exclamation mark in the sentences. **Ask:** What do we call this? (Answer: exclamation mark)
11. Remind pupils we use an exclamation mark to express anger, happiness, excitement or when we want to show a loud voice.
12. Point to a question mark in the sentences. **Ask:** What do we call this? (Answer: question mark)
13. Remind pupils we use a question mark at the end of a question.
14. Tell pupils that when we check our work for mistakes, we also check spelling and grammar.
15. **Write** on the board: Tuesday, last week.
16. **Say:** Raise your hand if you can spell the words correctly. (Answer: Tuesday, last week)
17. **Write** on the board: I receive a beautiful gift last year.
18. **Say:** Raise your hand if you can correct the grammar mistake. (Answer: received-simple past)

Guided Practice (10 minutes)

1. **Say:** Look at the sentences on the board (incorrect sentences). The sentences have some punctuation mistakes. There are also 3 spelling mistakes. Write the correct sentences in your exercise books.
2. Give pupils 6 minutes.
3. Have pupils volunteer to come to the board and correct the sentences. Ask other pupils to check their answers. (Answers: a. I was so happy! b. Sowa, Gabriel, Musa and Marrah are boys in my class. c. Where do you live? d. She is beautiful. e. It is Edward's bag)

Independent Practice (11 minutes)

1. **Write:**
 - Check grammar
 - Check spelling
 - Check punctuation
2. **Say:** Read the story that you wrote yesterday about a time when you received a gift. First, read it and check your grammar. Then, read it and check your spelling. Finally, read it again and check your punctuation.
3. Give pupils 9 minutes.
4. If possible, walk around and have pupils show you their work. Point out any mistakes and see if the pupil can correct it.

Closing (1 minute)

1. **Ask:** What did we do today? Raise your hands. (Answer: checked and corrected stories for grammar, spelling and punctuation.)
2. **Say:** Bring your exercise books tomorrow.
3. Praise pupils for their hard work.

[SENTENCES]

Kumba is 12 years old.
 She is beautiful, funny and clever!
 Where does she live?
 It is my mother's shopping bag.

[INCORRECT SENTENCES]

1. i was so happy
2. sowa gabriel musa and marrah are boys in my clas
3. were do you live
4. shes beutiful
5. it is edwards bag

Lesson Title: Reading: Others' Personal Moments	Theme: Creative Writing	
Lesson Number: L-06-025	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to share positive feedback and connections after reading others' moments.	 Teaching Aids 1. Questions at the end of the lesson plan. 2. Sentences at the end of the lesson plan.	 Preparation 1. Write the questions at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Raise your hand if you would like to read your story the class.
2. Have 1 pupil read their story to the rest of the class.
Say: Very good. Well done. I like your story.
3. Tell pupils that today they are going to share positive thoughts about other pupils' stories.

Introduction to the New Material (7 minutes)

1. Write the questions on the board: What gift did your partner receive? Who gave your partner the gift?
2. Put pupils in pairs.
3. **Say:** Work in pairs. Take your partner's exercise book. Read your partner's story and answer the questions on the board. You have 4 minutes.
4. After 4 minutes, clap your hands. Have 2 or 3 pupils volunteer to share the information they read. (Example answers: My partner received a book. Her mother gave her the book.)

Guided Practice (10 minutes)

1. Point to questions 1-5 on the board. **Say:** Read your partner's story again. Answer the 5 questions on the board. Write the answers in your exercise book.
2. Give pupils 7 minutes.
3. Have 2 or 3 pupils volunteer to share their answers to the questions about their partner's story. (Example answers: a. At my partner's house. b. She felt excited. c. Yes, I was also excited when I got my gift. d. Yes it was correct. e. Yes I liked the story.)

Independent Practice (14 minutes)

1. **Say:** Look at the sentences on the board and write them in your exercise book.
2. Give pupils 4 minutes.
3. Explain that you will give pupils some instructions to complete the sentences. Tell them they must listen to the instruction and complete the sentence.
4. **Say:** Listen carefully. After I have read the sentence, I will give you 1 minute to write.
5. **Say:** Sentence 1. Write the gift your partner received in sentence number 1.
Give pupils 1 minute.
6. **Say:** Sentence 2. Write the feeling your partner had in the first gap in sentence number 2.
Give pupils 1 minute.
7. **Say:** Sentence 2 again. Write the gift your partner received at the end of sentence number 2.
Give pupils 1 minute.

8. **Say:** Sentence 3. Write the gift your partner received in sentence number 3.
Give pupils 1 minute.
9. **Say:** Sentence 4. Complete sentence 4 with your own idea and opinion of your partner's story.
Give pupils 1 minute.
10. **Say:** Now, read the sentences to your partner.
Give pupils 4 minutes.
11. **Say:** Raise your hands if you liked your partner's story.

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hands. (Answer: We told our partners why we liked their stories.)
2. Praise pupils for their hard work and positive feedback.

[QUESTIONS]

- a. Where did it happen?
- b. How did your partner feel?
- c. Was anything the same or different in your story?
- d. Was the punctuation correct in the sentences?
- e. Did you like the story?

[SENTENCES]

1. I liked your story because you are very lucky to get _____.
2. I am happy that you felt _____ when you received _____.
3. Thank you for letting me read your story about receiving a _____ .
4. I liked your story because _____.

Lesson Title: Poems	Theme: Writing skills	
Lesson Number: L-06-026	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to compose and recite a poem.	 Teaching Aids 1. Table at the end of the lesson plan 2. Poem at the end of the lesson plan	 Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the poem at the end of the lesson plan on the board.
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Opening (3 minutes)

- Say:** There are many ways in which we take in information from the world around us. We can see with our eyes, we can hear with our ears, we can smell with our nose, we can taste with our tongue and we can touch things with our skin. These are called our senses.
- Ask:** How many senses do we have? Guide pupils to count: sight, sound, touch, smell, taste – 5.
- Ask:** What are they? Can someone repeat? Raise your hands. (Answers: sight, sound, touch, smell, taste)
- Write** the words on the board. Do an action or point to the part of the body for each word (e.g. point to your eye for ‘sight’) Pupils listen and repeat.
- Tell pupils that today they are going to write a poem using their senses and colours.

Introduction to the New Material (8 minutes)

- Draw this table on the board:

See	Smell	Hear	Touch	Taste
Bright	Sweet	Loud	Soft	sweet

- Say:** I want you to think of as many words that can describe something you see, smell, hear, touch and taste. For example: You can see things that are bright. You can smell something sweet. You can hear something loud. You can touch something soft. You can taste something sweet.
- Give pupils 1 minute to think.
- Tell pupils to raise their hand to share their responses.
- Write** pupils’ words on the board. (Example answers: See – colourful, dull; touch - hard, rough, smooth; smell- sour, fresh; hear - quiet, loud; taste - delicious, sweet, sour, bitter)

Guided Practice (9 minutes)

- Point to the other table and show pupils how it was completed. **Say:** Look at the other table on the board. I chose 3 colours; white, yellow and blue. Then, I chose 2 things I could see for each of those colours Then I chose 1 sense word for each of the things.
- Say:** Write the table in your books. Choose 3 colours and things you can see with that colour. Then write 1 sense word for each of the things. Use the words in the first table to help you.
- Give pupils 5 minutes.
- Point to the poem on the board. Read the poem clearly and slowly.
- Explain any new words. (Possible new words – delicious – tasty; yummy – tasty; washed – after washing; quiet – not loud)
- Read the poem again.

7. **Say:** Look at my poem. I used the words from my table. I underlined the words from my table.

Independent Practice (14 minutes)

1. **Say:** Work alone. Now do the same with your words. Write a poem using the words in your table. Write 4 lines.
2. Give pupils 10 minutes.
3. Have 2 or 3 pupils volunteer to recite their poems in front of the class. Encourage the other pupils to clap at the end of the poem.

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: composed a poem)
2. **Say:** Read your poem to your families and friends.
3. Praise pupils for their hard work.

[TABLE]

colour	thing (sight)	touch	smell	sound	taste
white	clouds cassava	soft			delicious
yellow	bananas corn		yummy		sweet
blue	shirt sky		washed	quiet	

[POEM]

Soft clouds are white,

And so is delicious cassava.

Yummy corn is yellow,

The same as sweet bananas.

The quiet sky is blue,

And so is my washed shirt.

Lesson Title: Responding to Text	Theme: Writing skills	
Lesson Number: L-06-027	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a personal response to a text they read.	 Teaching Aids 1. Text at the end of the lesson plan. 2. Table at the end of the lesson plan. 3. Questions at the end of the lesson plan.	 Preparation 1. Write the text at the end of the plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.
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Opening (2 minutes)

1. Explain to pupils what the United Nations is and what it does. The United Nations is an international organisation of many countries. The United Nations promotes peace, security and cooperation among countries.
2. Tell pupils that today they are going to read about a very famous African who worked for the United Nations.

Introduction to the New Material (10 minutes)

1. **Write** the questions on the board: Who is the text about? What was his job at the United Nations?
2. Point to the text on the board. **Say:** Read the text and answer the questions.
3. Give pupils 4 minutes.
4. Have 2 pupils volunteer to answer the questions. (Answers: Kofi Annan; He was the Secretary General at the UN.)
5. Point to the table on the board. **Say:** Before we read again, look at the words in column 1 of the table. Match the words to their meanings in column 2.
6. Give pupils 4 minutes.
7. After 4 minutes clap your hands. Have 4 pupils volunteer to share their answers. (Answers: 1-c, 2-a, 3-d, 4-b)

Guided Practice (11 minutes)

1. Put pupils in pairs.
2. Point to the questions on the board. **Say:** Now we are going to read the text again. Read the text and answer the questions on the board.
3. Give pupils 8 minutes.
4. Have 5 pairs volunteer to share their answers. (Answers: a. Ghana, West Africa b. International relations and management c. Ghana, Switzerland and USA d. Change UN management and fight against HIV in Africa e. Middle East and Asia)

Independent Practice (11 minutes)

1. **Write** on the board:
 - a. I like Kofi Annan because ...
 - b. Kofi Annan is similar to me because ...

2. **Say:** Work alone. Read the text again. Look at the sentences on the board. When you finish reading, complete the sentences with your own thoughts and ideas.
3. Explain that pupils need to complete the first sentence with reasons why they like Kofi Annan. For the second sentence they need to find similarities between Kofi Annan and themselves.
4. Give pupils 8 minutes.
5. Have 2 or 3 pupils volunteer to read their sentences. (Example answers: a. I like Kofi Annan because he went to University. b. Kofi Annan is similar to me because I am also from Africa.)

Closing (1 minute)

1. **Ask:** What do you like about Kofi Annan? Raise your hands. (Example answer: He speaks many languages.)
2. Praise pupils for their hard work. Tell them to think about other people they like and why.

[TEXT]

Kofi Annan is Africa's most famous diplomat. He was the seventh Secretary-General (similar to director) of the United Nations Organisation (UN). Kofi Annan was born in 1938 in the south of Ghana, West Africa. He had a twin sister who died in 1991. Kofi Annan studied international relations and management at universities in Ghana, USA and Switzerland. He speaks many languages fluently, including English, French and many African languages.

Kofi Annan joined the UN in 1962 and held many posts in the organization before becoming Secretary-General in January 1997. In this post, he changed the UN management and he worked hard to fight HIV especially in Africa. After he left the UN in December 2006, he has worked in many places in the Middle East and Asia to help the poor and people affected by war. He is well-respected all over the world for his work.

[TABLE 1]

1. diplomat	a. the study of politics and relationships between different countries
2. international relations	b. to work in a job
3. fluently	c. a person representing their country in another country
4. to hold a post	d. to understand, speak and write a language easily

[QUESTIONS]

- a. Where was he born?
- b. What did he study?
- c. Where did he study?
- d. What did he work on when he was Secretary-General?
- e. Where is he working now?

Lesson Title: Responding to Text	Theme: Writing skills	
Lesson Number: L-06-028	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use evidence from a text to support their personal response.	 Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board. 2. Write the table at the end of the plan on the board.
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Opening (4 minutes)

- Ask:** Who did we talk about in the last lesson? (Answer: Kofi Annan)
- Say:** Raise your hand if you can tell me something about him. Pupils tell you information they remember. (Example answers: He worked for the UN, he was from Ghana, he helped fight AIDS)
- Tell pupils that today they are going to learn how to support their personal opinions.

Introduction to the New Material (7 minutes)

- Say:** Let's review the questions from yesterday. I will ask you some questions. Raise your hand to answer a question.
- Ask:** What do you like about Kofi Annan? (Example answers: He helps people. He went to university. He is a famous man. He is caring)
- Ask:** How is he similar to you? (Example answers: He was born in West Africa. He speaks African languages.)
- Explain that we know this information because we can find and read it in the text.
- Say:** It is very important when we say something about someone that we can show how we know the information. This is what we will learn today.

Guided Practice (11 minutes)

- Say:** Look at the table. There are 2 questions and 2 answers. There is also another column that says 'From the text'. Write the table in your exercise books.
- Give pupils 4 minutes.
- Say:** Work in pairs. Find all the sentences from the text that tell us the information for the answers. Write the sentences in column 3 of the table.
- Do one example. Read: Question - What do you like about him? Opinion - He is a caring and nice man.
- Ask:** How do we know this? Raise your hand. Guide pupils to answer: He has worked in many places in the Middle East and Asia to help the poor and people affected by war.
- Point out the relevant sentences in the text if needed.
- Ask pupils to do the next one themselves. Give pupils 4 minutes.
- Ask pupils to raise their hand to answer. (Answers: Kofi Annan was born in 1938 in the south of Ghana, West Africa. He speaks many languages fluently, including English, French and many African languages.)

Independent Practice (11 minutes)

- Write** on the board:
 - I like Kofi Annan. I think he is For example, he ...

- b. Kofi Annan is similar to me. For example, he ...
- 2. Read the sentences and explain that there are some words missing.
- 3. **Say:** Now you are going to write the sentences. Finish the sentences with your opinion and the information from the text. Use the sentences on the board to help you.
- 4. Explain that the information from the text supports their opinion.
- 5. Give pupils 7 minutes.
- 6. Have 3 or 4 pupils volunteer to read their sentences to the class.

Closing (2 minutes)

- 1. **Ask:** What did we learn today? (Answer: To show how to use information from the text in our answers.)
- 2. Praise pupils for their hard work.

[TEXT]

Kofi Annan is Africa's most famous diplomat. He was the seventh Secretary-General (similar to director) of the United Nations Organisation (UN). Kofi Annan was born in 1938 in the south of Ghana, West Africa. He had a twin sister who died in 1991. Kofi Annan studied international relations and management at universities in Ghana, USA and Switzerland. He speaks many languages fluently, including English, French and many African languages.

Kofi Annan joined the UN in 1962 and held many posts in the organisation before becoming Secretary-General in January 1997. In this post, he changed the UN management and he worked hard to fight HIV especially in Africa. After he left the UN in December 2006, he has worked in many places in the Middle East and Asia to help the poor and people affected by war. He is well respected all over the world for his work.

[TABLE]

Question	My opinion	From the text
What do you like about him?	He is a caring and nice man.	
How is he similar to you?	I was also born in West Africa. I also speak African languages.	

Lesson Title: Main Characters: Role Play	Theme: Writing Skills	
Lesson Number: L-06-029	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to dramatise the role played by the main characters in an African story.	 Teaching Aids Story at the end of the lesson plan	 Preparation Write the story at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Raise your hands if you can tell me something about bats. Have 1 or 2 pupils who have ideas to share them with the class. (Example answers: bats fly, they live in caves, they sleep in the day and are awake at night)
2. Tell pupils that today they are going to act an African story about a bat.

Introduction to the New Material (5 minutes)

1. **Write** the questions on the board: Who are the main characters? Why does the bat fly at night?
2. Point to the story on the board. **Say:** I am going to read the story. Listen and think about the questions on the board.
3. Read the story clearly and slowly.
4. Explain any new words. (Possible new words: sky animals – animals that fly; land animals – animals that walk on the ground; war – fight; peace – no fighting; bury/burial – put someone in the ground after they die; funeral – ceremony where people pray for someone who died; wings – flaps on the side of flying animals used to fly)
5. Read the story again.
6. **Ask:** Who are the main characters? Raise your hands. (Answers: eagle, sparrow, hare and lion)
7. **Ask:** Why does the bat fly at night? Raise your hands to answer. (Answer: because the bat was not buried)
8. Explain that there are different emotions in the story. In the first 2 lines there is sadness then there is surprise.

Guided Practice (10 minutes)

1. **Ask:** Which characters do you think have the strong, loud voices and why? Raise your hands. (Answers: lion and eagle - they are the most powerful animals)
2. **Ask:** Which character do you think has the quietest voice and why? Raise your hands. (Answers: sparrow - it is a small bird)
3. **Ask:** Which signs in the story tell us what expression to use? (Answer: punctuation marks, especially the exclamation mark)
4. **Say:** I am going to read the story again. Listen for the expressions and different voices.
5. Read the story. Use different voices for the characters. Use a strong voice for lion and eagle and a weak voice for sparrow.
6. Read the lines to show how the exclamation marks add sadness and then surprise.

Independent Practice (10 minutes)

1. Divide the class into 4 groups. Group 1 is eagle. Group 2 is sparrow. Group 3 is hare. Group 4 is lion. You (teacher) are the story teller.
2. Explain that they are going to read the story. Each group reads the lines for its character.
3. Read the story. Make sure different groups understand when it is their turn to speak. Gesture or point to the group.
4. Repeat with different roles for groups. Group 1 is sparrow. Group 2 is eagle. Group 3 is lion. Group 4 is hare. You (teacher) are the story teller.

Closing (3 minutes)

1. **Ask:** What did we do today? (Answer: We performed a story about why bat flies at night.)
2. Tell pupils to perform the story for their friends and family. Praise pupils for their hard work.

[STORY]

Long, long ago the sky animals and the land animals had a war. It was a very bad time, many animals died. One day, some of the sky animals and some of the land animals had a meeting. They decided to stop the war and make peace. The next step was to bury all the dead animals and have funerals for them.

- Eagle: I found the body of our friend Bat. He was killed yesterday. I'm so sad!
- Sparrow: Me, too! We should have a big burial for our friend.
- Eagle: But wait! What is this?
- Sparrow: They are teeth! Sky animals don't have teeth!
- Eagle: Yes, you're right! Take his body down to the land animals. They must give him a burial.
- Sparrow: Here is the body of Bat. He has teeth so he is not a sky animal. Give him a burial.
- Hare: Ok, we will do that. I will take the body to Lion.
- Lion: So, Bat is a land animal, he has teeth. We can give him a burial tomorrow.
- Hare: But wait! Bat has teeth but he has wings!
- Lion: Oh no! Land animals don't have wings!
- Hare: Bat is not a land animal; we cannot give him a burial.

The sky animals nor the land animals wanted to bury Bat. Bat was neither a sky animal nor a land animal. This is why Bat still flies around every night until today.

Lesson Title: Comparative Adjectives	Theme: Writing Skills
Lesson Number: L-06-030	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use comparative adjectives to describe people and objects in the classroom.	 Teaching Aids Table at the end of the lesson plan	 Preparation Write the table at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Work in pairs and make a list of all the things you can see in the classroom. You have 1 minute.
2. Have 1 pair read their list to the class. (Example answers: exercise books, pencils, rubbers, rulers, board, chalk, chairs, desks, etc.)
3. Tell pupils that today they are going to describe people and object in the classroom.

Introduction to the New Material (8 minutes)

1. Have 1 tall pupil and 1 shorter pupil stand up.
2. **Ask:** Are they the same or different? Raise your hands. (Answer: different)
3. **Ask:** What is the difference? (Answer: One is tall and the other is short.)
4. **Say:** (Pupil's name) is taller than (pupils' name).
5. **Write** the sentence on the board.
6. Have 1 pupil stand up. **Ask:** Are this pupil and I same or different? Raise your hands. (Answer: different)
7. **Ask:** What is the difference? (Answer: One is older and the other is younger.)
8. **Say:** (Pupil's name) is older than (teacher's name).
9. **Write** the sentence on the board.
10. Remind pupils that these are comparative sentences.
11. Point to the table on the board. Remind pupils of the rules for forming comparatives.
 - Adjectives with 1 syllable, add -er
 - Adjectives with 2 syllables ending with -y, change the 'y' to 'i' and add -er
 - Adjectives with 2 or more syllables, add 'more' before the adjective
12. **Ask:** What is the comparative adjective for 'long'? Raise your hands. (Answer: longer than)
13. Repeat for these adjectives: funny, small, short, thin, old, young. (Answers: funnier, smaller, shorter, thinner, older, younger)

Guided Practice (10 minutes)

1. **Write** on the board: Mity/Aminata (tall)
2. **Say:** Raise your hand if you can make a sentence.
3. Have a pupil volunteer to say a sentence. (Answer: Mity is taller than Aminata).
4. **Write** the sentence on the board.
5. **Write** on the board: English/Maths (easy)
6. **Say:** Raise your hand if you can make a sentence.
7. Have a pupil volunteer to say a sentence. (Answer: English is easier than Maths.)

8. **Write** the sentence on the board.
9. **Write** on the board: Maths/English (difficult)
10. **Say:** Raise your hand if you can make a sentence.
11. Have a pupil volunteer to say a sentence. (Answer: Maths is more difficult than English.)
12. **Write** the sentence on the board.
13. **Write** on the board: History book/Science book (thick)
14. **Say:** Raise your hand if you can make a sentence.
15. Have a pupil volunteer to say a sentence. (Answer: The History book is thicker than the Science book.)
16. **Write** the sentence on the board.
17. Read the sentences. Pupils listen and repeat.

Independent Practice (12 minutes)

1. **Say:** Work alone. Write 2 sentences comparing people in the classroom. Write 2 sentences comparing objects in the classroom.
2. Give pupils 9 minutes.
3. If possible, walk around and look at pupils' sentences. Help pupils correct any mistakes.
4. Have 4 or 5 pupils read 1 of their sentences to the class.

Closing (2 minutes)

1. **Ask:** Who can compare 2 pupils in the class? Raise your hand to answer. (Example answer: Amina's hair is longer than Abu's hair)
2. **Ask:** Who can compare 2 objects in the class? Raise your hand to answer. (Example answer: my pencil is longer than her pencil.)
3. Tell pupils to practice making comparative sentences about the people and objects in their homes.
4. Praise pupils for their hard work.

[TABLE]

adjective	comparative	rules
short	<u>shorter</u> than	add 'er' + 'than'
funny	<u>funnier</u> than	(ends in y) change 'y' to 'ier'
beautiful	<u>more</u> beautiful than <u>less</u> beautiful than	(2+ syllables) add 'more'

Lesson Title: Comparative Adjectives: In Our Lives	Theme: Structure
Lesson Number: L-06-031	Class/Level: Primary Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use comparative adjectives to describe people in their families and communities.	 Teaching Aids 1. Picture instructions and picture on the board 2. Table at the end of the lesson plan 3. Sentences at the end of the lesson plan 4. Exercise at the end of the lesson plan	 Preparation 1. Read the picture instructions at the end of the plan and draw the picture on the board. 2. Write the table at the end of the plan on the board. 3. Write the sentences at the end of the lesson plan on the board. 4. Write the exercise at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Last lesson we compared objects here in the classroom and ourselves to each other.
2. **Say:** Raise your hand if you remember some of the sentences we made. Have 2 or 3 pupils say the sentence they remember. (Example answer: She is taller than him.)
3. Tell pupils that today they are going to compare their families and people in the community.

Introduction to the New Material (10 minutes)

1. Point to the picture on the board. **Ask:** What is this picture? Raise your hands. (Answer: a family)
2. Point to the different people. **Ask:** Who are these 2 people? Raise your hands. (Answer: grandmother and grandfather)
3. **Ask:** Who are these? (Answer: mother and father)
4. **Ask:** And who are they? (Answer: brother and sister)
5. **Ask:** How many people are in this family? (Answer: 6)
6. Point to the other picture. **Ask:** Who are they? Raise your hands. (Answer: a shopkeeper and a teacher)
7. Point to the table on the board. **Say:** Look at the table to remember how we make comparisons.
8. **Say:** Look at the picture of the family. We can compare the brother and sister. Look at the sentences on the board. Sentence 1 compares the brother and sister using the word 'old'. In the picture we can see the sister is older, so the sentence is 'The sister is older than the brother'.
9. Repeat with sentences 2 and 3.
10. **Say:** Write the sentences in your exercise books.

Guided Practice (10 minutes)

1. Put pupils in pairs. Point to the exercise on the board. **Say:** We are going to practice more comparisons. Complete the sentences with the comparative adjectives. Write the complete sentences in your exercise books. Number 5 is your own idea.
2. Give pupils 7 minutes.
3. Have a pupil volunteer to come to the board and write the missing words in the sentences 1-4.
4. **Write** the answers on the board. Ask pupils to check their work. (Answers: a. younger than, b. taller than, c. smarter than, d. lazier than)

Independent Practice (12 minutes)

1. **Say:** Write 5 sentences to compare your family members and people in your community. Use the words on the board to help you.
2. Give pupils 9 minutes. Help pupils who are having difficulty.
3. Have 2 or 3 pupils volunteer to read their sentences in front of the class.

Closing (1 minute)

1. Praise pupils for their hard work.

[PICTURE INSTRUCTIONS]

1. There are 6 members in the family: a mother and a father, a grandmother and a grandfather, a girl and a boy.
2. The mother is taller than the father.
3. The girl is older than the boy.
4. Also draw a shopkeeper and a teacher. Write 'shopkeeper' and 'teacher' above the pictures.

[TABLE]

Word	Comparison	Notes
tall	taller than	add 'er' + 'than'
lazy	lazier than	(ends in y) change 'y' to 'ier'
beautiful	more beautiful than	(long word of 3 sounds) add 'more'

[SENTENCES]

1. Brother/sister (old): The sister is older than the brother.
2. Mother/ grandmother (beautiful): The grandmother is more beautiful than the mother.
3. Father/ brother (lazy): The brother is lazier than the father.

[EXERCISE]

- a. Brother/sister (young): The brother is ____ the sister.
- b. Father/mother (tall): The mother is ____ the father.
- c. Teacher/shopkeeper (smart): The teacher is ____ the shopkeeper.
- d. Grandfather/father (lazy): The grandfather is ____ the father.

Lesson Title: Planning a Composition: Maths in Our Everyday Lives	Theme: Structure	
Lesson Number: L-06-032	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to discuss and plan a composition outlining reasons they study Maths in school.	 Teaching Aids 1. Table at the end of the lesson plan 2. Reasons at the end of the lesson plan	 Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the reasons at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What is your favourite subject at school? Why? Raise your hands.
2. **Ask:** Which subject do you think is the most useful? Why? Raise your hands.
3. **Say:** Raise your hand if you like Maths.
4. Tell pupils that today they are going to plan a composition about why we study Maths in school.

Introduction to the New Material (8 minutes)

1. **Write** on the board: When and where do you use Maths apart from at school?
2. Put pupils in pairs.
3. **Say:** Answer the question on the board. Think of as many places and situations where you can use Maths.
4. Give pupils 1 minute.
5. Have 2 or 3 pupils share their ideas. (Example answers: pay for things while shopping, measuring things while cooking, to do science)
6. **Write** these words on the board: cooking, shopping, playing games, science, thinking.
7. Put pupils in pairs.
8. Point to the reasons on the board. **Say:** Match the words on the board to the sentences.
9. Give pupils 4 minutes.
10. Have pupils volunteer to share their answers.
11. **Write** the number of the sentence next to the activity on the board. (Answers: cooking is c, shopping is b, playing games is a, science is d)
12. Underline in the sentences on the board: We use Maths to ...
13. Show pupils the pattern: verb 'to use' + something + to do something.
14. Tell pupils that they are going to plan a composition about why they study Maths at school.

Guided Practice (12 minutes)

1. **Say:** First, we need a title. Think for a minute and then raise your hand if you have a good title.
2. Have 2 or 3 pupils volunteer to share their titles with the class. **Write** 2 or 3 titles on the board. (Example answers: Why we learn Maths in school; Importance of knowing Maths)
3. **Say:** Now, we need an introduction. We need 1-2 sentences about why Maths is important generally. Think for a minute and then raise your hand if you have a good sentence. **Write** 1-2 sentences on the board. (Example answers: We use Maths in our lives everyday. We use it for while shopping, cooking, and playing games.)

4. **Say:** Our composition will have 2 paragraphs. Each paragraph will be about 1 of the examples on the board. **Ask:** Which 2 shall we choose? Which 2 can we write 2-3 sentences about? Think for a minute.
5. Have 2 or 3 pupils volunteer to say which 2 activities they want to write about.
6. **Write** 1-2 activities on the board. (Example answers: Activity 1: Shopping; Activity 2: Cooking. **Say:** Let us try and form some sentences using the sentence frames in the table.
7. **Write** sentences for each activity. Example answers:

First, we use Maths to count money when we go shopping. For example, if I want to buy mangos for 2500 Leones I need to count the money.

Second, we use Maths to measure ingredients when we cook. For example, when we make coffee we need to measure how much coffee and sugar we put in.

8. **Say:** Finally, we need a conclusion to sum up what we have written. The conclusion often repeats the introduction with different words. Think for a minute.
9. Have 2 or 3 pupils volunteer to share their ideas for the conclusion.
10. **Write** 1-2 sentences for the conclusion on the board. (Example answer: To sum up, it can be said that Maths is very important for our lives everyday. We use it for different things like, shopping, cooking and playing games.)

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. Explain to pupils that they are going to plan a composition about why we study Maths at school.
3. Point to table on the boards. **Say:** Copy and use this table to plan your composition. Use the information and ideas on the board to help you. Write the title, 1-2 sentences for each of the sections of the composition. Use the sentence starters to help you make sentences.
4. Give pupils 11 minutes.

Closing (1 minute)

1. Tell pupils to bring their plan to the next lesson as they will write their composition.
2. Praise pupils for their hard work.

[REASONS]

1. We use Maths to count goals or points in a game.
2. We use Maths to pay for things we buy.
3. We use Maths to measure the quantities of food.
4. We use Maths to calculate quantities for experiments.

[TABLE]

Title	
Introduction	Why is Maths important/useful in school and life? We use Maths
Paragraph 1	Activity: Why is Maths useful for this activity? First, we use Maths when we For example,
Paragraph 2	Activity: Why is Maths useful for this activity? Second, we use Maths when we ... For example,
Conclusion.	Repeat why we study Maths at school using different words. To sum up, it can be said that Maths ...

Lesson Title: Writing a Composition: Maths in Our Everyday Lives	Theme: Structure	
Lesson Number: L-06-032	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a composition outlining reasons we study Maths in school.	 Teaching Aids 1. Table at the end of the lesson plan 2. Pupils' composition plans from lesson 032	 Preparation Draw the table at the end of the lesson plan on the board.
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Opening (1 minute)

- Say:** Raise your hands if you remember what we did in the last lesson. (Answer: planned a composition about why Maths is important/useful)
- Tell pupils that today they are going to write their compositions.

Introduction to the New Material (7 minutes)

- Point to the table on the board. Remind pupils of the different parts of the composition. Point to each row of the table.
- Point to the title. **Say:** Raise your hand if you can tell me the title of your composition. Have 1 or 2 pupils tell you the title of their composition. (Example answer: Why we study Maths in school)
- Ask:** How many paragraphs are there? What are they? Raise your hands. (Answer: 4 - introduction, activity 1, activity 2 and conclusion)
- Ask:** Which activities did you choose to write about? Raise your hands. Have 1 or 2 pupils tell you the activities they will write about in their composition. (Example answers: cooking, playing games)
- Ask:** What do we write in the introduction? Raise your hands. (Answer: 2 or 3 sentences about Maths generally and why it is important or useful in our lives)
- Ask:** What do we write in the conclusion? Raise your hands. (Answer: 2 or 3 sentences to repeat what we have written about and to summarise)

Guided Practice (12 minutes)

- Say:** Now you are ready to write your composition. Write your title and a paragraph for the introduction and a paragraph about the first activity. Do not forget to write an example to support what you say. Write 2-3 sentences for each paragraph. Use the plan that you wrote in the last lesson.
- Give pupils 10 minutes.
- If possible, walk around and help pupils who are having difficulty.
- Have 1 pupil volunteer to read his/her introduction to the rest of the class.
- Have 1 pupil volunteer to read his/her paragraph describing an activity to the rest of the class.

Independent Practice (14 minutes)

- Say:** Now you are ready to complete your composition. Write a paragraph about the second activity. Do not forget to write an example to support what you say. Write 2-3 sentences for this

paragraph. Then, write the conclusion. Write 2 - 3 sentences for the conclusion. Use the plan that you wrote in the last lesson.

2. Give pupils 10 minutes.
3. If possible, walk around and help pupils who are having difficulty.
4. Have 1 pupil volunteer to read the third paragraph to the rest of the class.
5. Have 1 pupil volunteer to read his/her conclusion to the rest of the class.
6. Have 1 pupil volunteer to read his/her full composition to the rest of the class.

Closing (1 minute)

1. **Say:** Read your composition to your families and friends. Ask them why they think Maths is important in our lives.
2. Praise pupils for their hard work and tell them to work hard in their Maths lessons.

[TABLE]

Title	
Introduction	Why is Maths important/useful in school and life? We use Maths to
Paragraph 1	Activity: Why is Maths useful for this activity? For example, we use Maths when we ... to ...
Paragraph 2	Activity: Why is Maths useful for this activity? For example, we use Maths when we ... to
Conclusion	Repeat why we study Maths at school using different words. To sum up, it can be said that Maths ...

Lesson Title: Past tense: 'Used to'	Theme: Structure	
Lesson Number: L-06-034	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use 'used to' to describe actions in the past.	 Teaching Aids 1. Picture of a baby girl, a bottle of milk, and a doll 2. Picture of a school age girl, a bottle of Coke, and a football 3. Sentences at the end of the lesson plan	 Preparation 1. Draw a picture of a baby girl, a bottle of milk, and a doll on the board. Write '2006' next to this picture. 2. On the board, draw a picture of a school age girl, a bottle of Coke, and a football. Write the current year next to this picture. 3. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Think back to the time before you started school. **Ask:** What activities and things did you do before that you do not do now? Raise your hands.
2. Have a girl and a boy pupil volunteer to share their ideas. (Example answer: crawl, drink milk from a bottle)
3. Tell pupils that today they are going to learn how to talk about how their lives have changed.

Introduction to the New Material (12 minutes)

1. Point to the pictures on the board. **Say:** Look at the pictures of Kumba's life in the past and her life now.
2. Point to the first picture. **Say:** This is what she did every day in 2006
3. Point to the second picture. **Say:** This is what she does in [insert present year].
4. **Write** the question on the board: What did she do before? What does she do now?
5. Put pupils in pairs. **Say:** Ask and answer the questions on the board.
6. Give pupils 3 minutes.
7. Have 2 pupils volunteer to answer the questions. (Answers: In 2006 she drank milk and she played with a doll. In 2016 she drinks Coke and plays football.)
8. Point to the first picture. **Say:** Kumba used to drink milk.
9. Point to the second picture. **Say:** Now she drinks Coke.
10. Point to the first picture. **Say:** Kumba used to play with her doll.
11. Point to the second picture. **Say:** Now she plays football.
12. **Write** the sentences on the board: Kumba used to drink milk. Now she drinks Coke. Kumba used to play with her doll. Now she plays football.
13. Explain that when we talk about something we did in the past but we do not do now, we use 'used to' + verb. Underline 'used to drink' and 'used to play' in the sentences on the board.
14. Ask pupils what the negative of the sentences is. (Answer: did not use to + verb)
15. **Write:** Kumba did not use to drink Coke. She used to drink milk.
16. Ask pupils what the question is. (Answer: Did Kumba use to + verb)
17. **Write:** Did Kumba use to drink Coke? No, she did not.
18. Point to each sentence on the board. Read the sentence. Pupils listen and repeat.

Guided Practice (10 minutes)

1. **Say:** In 2006 Kumba drank milk. In 2016 she drinks Coke.

Ask: Did she drink milk in 2006? Raise your hand. (Answer: Yes, she was a baby.)

Ask: Does she drink milk now? Raise your hand. (Answer: No, she does not.)

2. **Say:** In 2006, Kumba played with her doll. In 2016 she plays football.

Ask: Did she play with her doll before? Raise your hand. (Answer: yes)

Ask: Does she play with her doll now? Raise your hand. (Answer: No, she plays football.)

3. Point to the sentences on the board. **Ask:** Can you complete the first sentence? Raise your hands.

4. Have a pupil volunteer to come to the board and complete the sentence. (Answer: add ‘used to’)

5. **Ask:** How do I say that Kumba did not have short hair in the past? Raise your hands. (Answer: She did not use to have short hair.)

6. Point to the second sentence on the board. Ask pupils to read the sentence.

7. **Ask:** Can you complete the sentence? Raise your hands.

8. Have a pupil volunteer to come to the board and complete the sentence. (Answer: add ‘used to go’)

9. Repeat with the other 2 sentences. (Answers: add ‘used to play’; used to be)

Independent Practice (10 minutes)

1. **Write** these sentences on the board: I used to cry a lot. I did not use to go to school.

2. **Say:** Write 4 sentences about you. Write 2 sentences about what you used to do when you were younger. Write 2 sentences about what you did not used to do.

3. Give pupils 7 minutes.

4. Have 1 pupil volunteer to read the sentences about what he/she used to do.

5. Have 1 pupil volunteer to read the sentences about what he/she did not use to do.

Closing (1 minute)

1. Tell pupils to practice writing sentences with ‘used to’.

2. Praise pupils for their hard work.

[SENTENCES]

1. Kumba _____ short hair but now she has long hair.

2. Now, Kumba goes to the playground by herself but her mother _____ with her when she was a baby.

3. Now, Kumba plays with many friends now but she _____ alone in the park before.

4. She _____ short but now she is tall.

Lesson Title: Adverbs of Frequency	Theme: Structure	
Lesson Number: L-06-035	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to explain and give examples of adverbs of frequency.	 Teaching Aids 1. Schedule at the end of the lesson plan. 2. Sentences at the end of the lesson plan.	 Preparation 1. Write the schedule at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (1 minute)

- Ask:** What are some of the things that you do every day? Raise your hands.
- Say:** Tell pupils that today they are going to talk about the things they do every day.

Introduction to the New Material (15 minutes)

- Write** the questions on the board:
 - What time does Mariama wake up?
 - What time does she have breakfast on a Wednesday?
- Point to the schedule board. **Say:** Read Mariama's weekly schedule. Answer the questions on the board.
- If needed, explain how to read the schedule – the time is on the left, the days of the week on top.
- Give pupils 3 minutes.
- Check the answers with the class. (Answers: a. 7.00; b. 7.30)
- Say:** There are some activities Mariama does every day. There are some activities she only does on some of the days.
- Ask:** What time does she wake up? Raise your hands. (Answer: 7:00)
- Ask:** Does she do this every day? Raise your hands. (Answer: yes)
- Write:** Mariama always wakes up at 7.00.
- Explain that when something happens every day, we can use the word 'always'.
- Ask:** What time does she have breakfast on Wednesdays? Raise your hands. (Answer: 7:30)
- Ask:** Does she do this every day? Raise your hands. (Answer: no)
- Write:** Mariama usually has breakfast at 7.30.
- Explain that when something happens many times but not every day we can use the word 'usually'.
- Ask:** What time does she have tea on a Thursday? Raise your hands. (Answer: She does not have tea.)
- Ask:** Does she have tea on other days? Raise your hands. (Answer: Yes, on Tuesdays and Fridays.)
- Write:** Mariama sometimes has tea.
- Explain that when something happens quite regularly, we can use the word 'sometimes'.
- Explain that we can use 'rarely' for something that does not happen often. Explain that we use 'never' for something that does not happen.
- Write** on the board: always, usually, sometimes, rarely, never.
- Read the words. Pupils listen and repeat the words.

22. Explain that these words are adverbs of frequency. We write them before the main verb.

Guided Practice (8 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. Explain that the adverbs of frequency are missing.
3. **Say:** Work in pairs. Read the sentence. Look at Mariama's schedule. Complete the sentence with the correct adverb of frequency.
4. Give pupils 6 minutes. If possible, walk around and help pupils who are having difficulties.
5. Have pupils volunteer to write the missing words in the sentences on the board. (Answers: a. always b. usually c. sometimes d. always e. always)

Independent Practice (10 minutes)

1. **Say:** Work alone. Write 4 sentences about you and your weekly schedule. Use a different adverb of frequency in each sentence. (Point to the adverbs of frequency on the board.)
2. Give pupils 8 minutes.
3. Have 2 or 3 pupils volunteer to read their sentences to the class.

Closing (1 minute)

1. **Ask:** When something happens every day, what word do we use? Raise your hands. (Answer: always)
2. **Ask:** What do we call this kind of word? Raise your hands. (Answer: adverb of frequency)
3. Praise pupils for their hard work.

[SCHEDULE]

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	wake up	wake up	wake up	wake up	wake up
7.30	have breakfast		breakfast	breakfast	breakfast
8.00	go to school	school	school	school	school
11.00		have tea			have tea
12.30	have lunch	lunch	lunch	lunch	lunch
14.00	go home	play football	football	football	football
15.30	homework	homework	homework	homework	homework
16.00	listen to the radio				radio

[SENTENCES]

8. She _____ has lunch at 12.30.
9. Mariama _____ plays football at 14.00.
10. She _____ listens to the radio at 16.00.
11. She _____ goes to school at 8.00.
12. She _____ does her homework at 15.30.

Lesson Title: Responding to Text: Character	Theme: Comprehension and Response to Text	
Lesson Number: L-06-036	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a response to a passage or book by examining the character.	 Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Think about your best friend. Write 2 adjectives (describing words) about your best friend.
2. Have 2 or 3 pupils volunteer to share their adjectives with the class. (Example answers: fun, helpful)
3. **Write** the adjectives on the board.
4. Tell pupils that today they are going to learn about a character in a reading passage.

Introduction to the New Material (8 minutes)

1. **Say:** Today we are going to read the first part of a story about girl named Matilda.
2. **Write** the question on the board: Why is Matilda special?
3. **Say:** I will read the text. As I read, think about the answer to the question.
4. Read the text slowly and clearly.
5. Read the text again.
6. Check the meaning of new words (Possible new words: adult - not a child; difficult – hard to do, not easy; sums – maths questions like adding, multiplying, division, subtracting; classmates - children in the same class).
7. **Ask:** Why is Matilda special? Raise your hands. (Answer: She is 5 years old but can do many things adults can do.)

Guided Practice (12 minutes)

1. Put pupils in pairs.
2. Point to the questions on the board.
3. **Say:** Work in pairs. Read the text again and answer the questions on the board. Write the answers in your exercise books.
4. Give pupils 5 minutes.
5. After 5 minutes clap your hands. Have pupils volunteer to share their answers. (Answers: a. 5 years old b. cooking, cleaning, reading and maths c. She is kind and helps them d. because she is clever)
6. **Write** these words on the board: intelligent, angry, ugly, helpful, lazy, friendly, popular, generous, and naughty.
7. Explain that the words are all adjectives to describe people. Check pupils understand the meaning.
8. **Ask:** What do you think of Matilda?
9. **Say:** Work in pairs. Choose the words that you think describe Matilda. You can use information in the text or you can use your own ideas.
10. Give pupils 3 minutes.

11. Have pupils volunteer to share their words. (Answers: intelligent, helpful, friendly, popular, generous)

Independent Practice (11 minutes)

1. **Say:** Now we are going to write sentences about Matilda. Use the words you chose and information from the text.
2. Do an example for pupils. **Say:** We can write that Matilda is intelligent because she is good at reading and mathematics.
3. **Say:** Now, write 3 sentences.
4. Give pupils 8 minutes.
5. Have pupils volunteer to read their sentences to the class. (Example answers: Matilda is helpful because she helps her classmates. Matilda is popular because all her classmates and teachers like her. Matilda is generous because she helps her classmates.)

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hands. (Answer: We read about Matilda and wrote sentences about her.)
2. **Ask:** Do you like Matilda? Raise your hands.
3. Tell pupils that they will read more about Matilda tomorrow.
4. Praise pupils for their hard work.

[TEXT: MATILDA]

Matilda is a very special 5-year-old girl. She knows how to do many things that adults do. She can cook and can clean her room really well. She reads very difficult books and Mathematics is very easy for her; even the most difficult sums. All her classmates at school love her because she is kind and helps them. Her teacher also loves her but her do not understand her. It is difficult for them because she is so clever.

[QUESTIONS]

1. How old is Matilda?
2. What is she good at?
3. Why do her classmates like her?
4. Why don't Matilda's teachers understand her?

Lesson Title: Responding to Text: Predictions	Theme: Comprehension and Response to Text	
Lesson Number: L-06-037	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a response to a passage or book by examining their predictions and whether they were correct.	 Teaching Aids 1. Text at the end of the lesson plan 2. Questions - 1 at the end of the lesson plan 3. Questions - 2 at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board. 2. Write Questions - 1 at the end of the lesson plan on the board. 3. Write Questions - 2 at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Say:** Think about our story, Matilda yesterday.
2. **Ask:** Can you tell me about Matilda? Raise your hands. Guide pupils to use the adjectives they learned in the last lesson (Example answers: popular, clever, kind)
3. Tell pupils that today they will learn more about Matilda and find out if what they thought about Matilda is right.

Introduction to the New Material (12 minutes)

1. **Say:** Today we are going to read the next part of the story about Matilda at school.
2. **Say:** Before we read, can you guess what the story will happen to Matilda at school?
3. Point to the questions on the board (Questions - 1).
4. **Say:** Read the questions. Try and guess the answers. Do not look at the text. Write your answers in your exercise books.
5. Give pupils 7 minutes.
6. Have 1 or 2 pupils share their guesses. Do not say yes or no to any answers at the moment. This is a guessing activity.

Guided Practice (12 minutes)

1. **Say:** I am going to read the next part of the story. As I read, I want you to check if your guesses are correct.
2. Read the text clearly and slowly.
3. Explain any new words in the text (Possible new words: secret - something you know that others do not know; pranks – joke to fool someone; trouble - problem).
4. Read it again.
5. **Ask:** Whose guesses were correct? Raise your hands.
6. If there are any pupils who guessed correctly, have them share their answers.
7. **Say:** Read the text again.
8. Point to the questions on the board (Questions - 2). **Say:** Answer the questions on the board.
9. Give pupils 7 minutes.
10. After 7 minutes clap your hands.
11. Have pupil volunteer to share their answers. (Answers: a. she plays pranks; b. when she is in trouble; c. The principal shouted at her and she was sad; d. because the principal never came back)

Independent Practice (9 minutes)

1. **Say:** Now we are going to write sentences about your guesses. Remember you wrote your guesses in your book.
2. **Write:** I was right. I guessed Matilda played pranks.
3. **Write:** I was wrong. I guessed Matilda will be bored but she uses pranks to get out of trouble.
4. Explain that pupils should write a sentence similar to the first one if they guessed correctly.
5. Explain that pupils should write a sentence similar to the second one if they guessed incorrectly.
6. **Say:** Write 2 sentences about your guesses.
7. Give pupils 4 minutes.
8. Have 2 or 3 pupils volunteer to read their sentences to the class.

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: We guessed and wrote about what Matilda did at school.)
2. Praise pupils for their hard work.

[TEXT: MATILDA AT SCHOOL]

Matilda has a secret. She knows how to play very good pranks. When she is in trouble she plays pranks to get out of trouble. The principal at her school does not understand children. One day the principal shouted very loudly at Matilda and Matilda was very sad about this. She decided to play a prank to make the principal go away. The next day, the principal came to her classroom. Matilda tied a piece of sting to a piece of chalk. When the principal tried to pick up the chalk, she pulled the string to make the chalk move! The principal was so scared that she never came back to the school. Everyone was very happy about that.

[QUESTIONS – 1]

1. Why is Matilda special?
2. What does she have that other children do not have?
3. What does she do at school?
4. What are we going to read about next?

[QUESTIONS – 2]

5. What is Matilda's secret?
6. When does she use her pranks?
7. Why did she do that to the principal?
8. Why was everyone happy?

Lesson Title: Writing in Paragraphs	Theme: Comprehension and Response to Text	
Lesson Number: L-06-038	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to connect ideas through paragraphs.	 Teaching Aids 1. Paragraph at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the paragraph at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Write the sentence starters in the Independent Practice section on the board.
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Opening (2 minutes)

1. **Say:** In our last lesson we found out some special things about Matilda and what she did at school.
2. **Ask:** Can you tell me what is special about Matilda? Raise your hands. (Answer: She can play pranks.)
3. Tell pupils that today they are going to connect ideas in a paragraph.

Introduction to the New Material (10 minutes)

1. Point to the paragraph on the board. **Say:** Look at the paragraph. 2 important things happen in this paragraph. Read the paragraph and think about what 2 important things happen.
2. Give pupils 3 minutes.
3. **Ask:** What are the important things? Raise your hands. (Answers: We find out about Matilda's pranks. Matilda scares the principal.)
4. Point to the table on the board. **Say:** Look at the table on the board. There are 2 sentences from the paragraph on each line.
5. **Say:** The 2 sentences on the first line are connected. They tell us about the pranks that Matilda plays.
6. **Ask:** How are sentences on the second line connected? Raise your hands. (Answer: The principal never came back and everyone was happy.)
7. **Ask:** Which words can we use why something happened? Raise your hands. (Answer: because, so, as a result)
8. **Say:** The sentences on the third line are connected. They tell us 2 actions the principal did. They tell us the order.
9. **Ask:** Which words can we use to put actions in order? Raise your hands. (Answer: first, next, then, one day, the next day)
10. **Say:** In a paragraph it is important to connect ideas and sentences so we understand what we are reading.

Guided Practice (11 minutes)

1. **Write** on the board: as a result, one day, next day, so.
2. Point to the table on the board. Point to the words on the board. **Say:** Now we are going to use these joining words to connect the sentences in the table. Write the sentences in the table in

your exercise books. Join or connect the sentences in column 1 to the sentences in column 2. Use the words on the board.

3. Give pupils 8 minutes
4. After 8 minutes, clap your hands. Have 3 pupils volunteer to read their sentences to the class.
(Answers: a. She plays very good pranks. So / As a result, when she is in trouble she can use her pranks to help. b. The principal never came back. As a result / So, everyone was happy about it. c. One day the principal shouted at Matilda. The next day the principal came to her classroom.)

Independent Practice (10 minutes)

1. Read the sentence starters on the board:
 - a. Matilda decided to make the principal go away ... (What did she do?)
 - b. Everyone was very happy about that. The next ... (What did they do?)
2. Explain to pupils that they are going to finish the first sentence using the information in the text and joining words. Explain that they are going to finish the second sentence with joining words and their own ideas.
3. **Say:** Write the sentences in your exercise books.
4. Give pupil 7 minutes.
5. Have 3 pupils volunteer to read their sentences to the class. (Example answers: a. Matilda decided to make the principal go away. As a result/So, the next day she played a prank and made the chalk move to scare the principal. b. Everyone was very happy about that. The next day, they had a party.)

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hands. (Answer: We linked sentences in a paragraph.)
2. Praise pupils for their hard work.

[TEXT: MATILDA AT SCHOOL]

Matilda has a secret. She knows how to play very good pranks. When she is in trouble she plays pranks to get out of trouble. The principal at her school does not understand children. One day the principal shouted very loudly at Matilda and Matilda was very sad about this. She decided to play a prank to make the principal go away. The next day, the principal came to her classroom. Matilda tied a piece of sting to a piece of chalk. When the principal tried to pick up the chalk, she pulled the string to make the chalk move! The principal was so scared that she never came back to the school. Everyone was very happy about that.

[TABLE]

a. She plays very good pranks.	When she is in trouble she can use her pranks to help.
b. The principal never came back to school.	Everyone was happy about it.
c. The principal shouted at Matilda.	The principal came to her classroom.

Lesson Title: Sentence Structure: Simple Sentence	Theme: Comprehension and Response to Text	
Lesson Number: L-06-039	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to construct and use simple sentences in writing and speaking.	 Teaching Aids Sentences at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the sentences in the Introduction to New Materials section on the board.
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Opening (1 minute)

1. **Write:** we /will /Today/ some/ write/ sentences.
2. **Say:** Put the words in the right order to make a sentence. Raise your hand to answer.
3. **Write** the sentence in the correct order on the board: Today we will write some sentences.
4. Tell pupils that today they are going to practice writing sentences.

Introduction to the New Material (9 minutes)

1. Read these sentences from the board:
 - a. Matilda reads difficult books.
 - b. Matilda plays very good pranks.
 - c. Matilda made the chalk move using a piece of string!
2. **Ask:** Who are the sentences about? Raise your hands. (Answer: Matilda)
3. Remind pupils that every sentence must start with who or what the sentence is about.
4. **Say:** Read the sentences. Find the verbs. Raise your hands.
5. Have pupils volunteer to come to the board and circle the verbs. (Answer: is, reads, has, made)
6. Remind pupils that every sentence must have a verb. The verb can be past, present or future.
7. Explain that the rest of the sentence comes after the verb. Remind pupils that every sentence must end with a full stop.

Guided Practice (11 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** Look at the sentences on the board. The words are in the wrong order. Write the sentences with the words in the right order in your exercise books.
3. Give pupils 7 minutes.
4. Have pupils volunteer to read their sentences to the class. (Answers: a. Matilda helps her friends. b. Matilda is kind. c. She cleans her room well. d. She is good at mathematics. e. She decided to make the principal go away.)
5. **Ask:** Who are all the sentences about? Raise your hands. (Matilda)
6. **Ask:** Where is the word 'Matilda' in each of the sentences? Raise your hands. (Answer: at the beginning)
7. **Ask:** Which word can we use in place of 'Matilda'? Raise your hands. (Answer: she)
8. **Ask:** What type of word comes after Matilda? (Answer: a verb)
9. **Ask:** What type of word follows the action word? (Answer: a word describing Matilda, or a thing)
10. **Say:** Good. This is how we write a simple sentence in English.

Independent Practice (13 minutes)

1. **Say:** Write 4 sentences. Write 2 sentences about Matilda. Write 2 sentences to give your opinion about Matilda. Use the information on the board to help you.
2. Give pupils 7 minutes.
3. **Say:** Work in pairs. Read your sentences to your partner.
4. Give pupils 2 minutes.
5. Have 2 or 3 pupils volunteer to read their sentences to the class.

Closing (1 minute)

1. **Ask:** What did we write today? (Answer: simple sentences in English)
2. Praise pupils for their hard work.

[JUMBLED SENTENCES]

1. friends / helps / Matilda / her
2. Matilda / kind / is
3. Cleans / room / her / she / well
4. Good / at / is / she / mathematics
5. decided / she / go / make / to / principal / away / the

Lesson Title: Sentence Structure: Compound Sentence	Theme: Comprehension and Response to Text	
Lesson Number: L-06-040	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use compound sentences when they speak and write.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Exercise at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the exercise at the end of the lesson plan on the board. 3. Write the sentence starters in the Independent Practice section on the board.
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Opening (2 minutes)

1. **Ask:** What did we do yesterday? Raise your hands. (Answer: practiced writing simple sentences in English)
2. **Ask:** Can you give some examples of simple sentences. Raise your hands. (Example answers: I am reading a book. Amina ate her lunch in school.)
3. Tell pupils that today they are going to practice making more difficult sentences.

Introduction to the New Material (10 minutes)

1. Point to the sentences on the board. Ask pupils to read the sentences. Give pupils a minute to read.
2. **Ask:** Who are the sentences about? Raise your hands. (Answer: Matilda)
3. **Ask:** Can we make 1 sentence by joining the 2 sentences? (Answer: yes)
4. **Say:** I will show you how to join the sentences. Look at number 1. Both sentences are about Matilda.
5. **Ask:** Is the information in the sentences, the same kind of information? Raise your hands. (Answer: yes, both are good things about Matilda)
6. **Say:** When it is the same kind of information we can use 'and' and you do not need to write the person's name again. So we can say 'Matilda is pretty and clever'.
7. **Write** on the board: Matilda is pretty and clever.
8. **Say:** Look at number 2. Is the information the same? (Answer: No, one sentence is a reason for the other part.)
9. **Ask:** Which word do we use when we have a reason? Raise your hands. (Answer: because)
10. **Say:** So we can say 'Matilda wants to eat because she is hungry'.
11. **Write** on the board: Matilda wants to eat because she is hungry.
12. **Say:** Look at number 3. Is the information the same? Raise your hands. (Answer: No, the 2 sentences are opposite.)
13. **Ask:** Which word do we use when we have opposite information? Raise your hands. (Answer: but)
14. **Say:** So we can say 'Matilda is clever but her parents do not understand her'.
15. **Write** on the board: Matilda is clever but her parents do not understand her.
16. Remind pupils that if it is the same person in both sentences, they do not need to repeat the name.

Guided Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** Now we are going to practice joining some more sentences.
3. Point to the exercise on the board. **Say:** Work with your partner. Join the sentences using 'and', 'so', 'but' or 'because'. Write the sentences in your exercise books.
4. Give pupils 6 minutes.
5. Have different pupils volunteer to read their sentences to the class. (Answers: a. Matilda loves reading and mathematics. b. The principal shouted at Matilda so she was sad. c. Matilda is kind but the principal isn't. d. People love Matilda because she is kind.)

Independent Practice (13 minutes)

1. Read the sentence starters on the board:
 - Yesterday I ... (3 activities)
 - I used to ... now ... (1 thing you did in the past but do not do now)
 - Tomorrow I will ... (1 activity you will do tomorrow and why)
2. Tell pupils that they are going to write 3 sentences. The first sentence is about 3 activities they did yesterday. (For example, yesterday I woke up in the morning, brushed my teeth and ate my breakfast.) The second sentence is about something they did before but do not do now. (For example, earlier I used to hate reading but now I love it.) The third sentence is about 1 activity they will do tomorrow and why they will do it (For example, tomorrow I will play football because it is a holiday).
3. **Say:** Write 3 sentences in your exercise books. Do not forget to use 'and', 'but' and 'because' in your sentences.
4. Give pupils 8 minutes.
5. Have 2 or 3 pupils read 1 of their sentences to the class.

Closing (1 minute)

1. **Ask:** What did we do today? Raise your hands. (Answer: We joined sentences in English.)
2. **Ask:** Which words did we use? Raise your hands. (Answer: and, so, but, because)
3. Praise pupils for their hard work.

[SENTENCES]

- a. Matilda is helpful. Matilda is clever.
- b. Matilda wants to eat. Matilda is hungry.
- c. Matilda is clever. Matilda's parents do not understand her.

[EXERCISE]

1. Matilda loves reading. Matilda loves mathematics.
2. The principal shouted at Matilda. She was sad.
3. Matilda is kind. The principal isn't kind.
4. People love Matilda. She is kind.

Lesson Title: How to Write About an Incident Witnessed	Theme: Responding to Text
Lesson Number: L-06-041	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a paragraph about any incident they witnessed by describing the sequence of events.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Table at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Draw a car, a cup and a ball on the board.
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Opening (3 minutes)

1. **Write** these words on the board: break, crash, hit
2. Do an action to show the meaning of each word. Do the action and say the word. Pupils listen and repeat. Pupils listen, repeat and do the action.
3. Ask pupils what the simple past of the verbs. (Answers: broke, crashed, hit)
4. Tell pupils that today they are going to talk and write about an accident.

Introduction to the New Material (10 minutes)

1. Point to the questions in the table and pictures on the board. **Say:** Look at the sentences on the board. Match the sentences to the pictures on the board.
2. Give pupils 1 minute. (Answers: car-sentence b; cup-sentence c; ball-sentence a)
3. **Ask:** Why are the sentences similar? Raise your hands. (Answer: They are all accidents.)
4. **Ask:** Are the verbs present, past or future? Raise your hands. (Answer: past)
5. Point to the first sentence. Explain that the first verb is past continuous because this was what was happening when the accident happened. It has an ‘-ing’ at the end.
6. Point to the second sentence. **Ask:** What was happening when the accident happened? Raise your hand to answer. (Answer: The cars were going along the road.)
7. Point to the third sentence: **Ask:** What was happening when the accident happened? Raise your hands. (Answer: mother was walking past the table.)
8. **Say:** We are going to write about an accident that you saw.
9. Point to the questions on the board.
10. **Say:** Think about an accident you saw. If you have not seen an accident, imagine one. Use the questions on the board to help you.
11. Give pupils 2 minutes to think and read the questions.
12. **Say:** Tell the pupil sitting next to you about the accident you saw.
13. Give pupils 4 minutes.

Guided Practice (10 minutes)

1. Tell pupils that last week you saw 3 accidents!
2. **Write:** The ball ___ the window.
3. **Ask:** What is the missing word? Think for a minute and then raise your hand.
4. Have a pupil volunteer to come to the board and complete the sentence. (Example answers: hit, broke)
5. **Write:** He___ (play) football when the ball hit the window.

6. **Ask:** What is the right form of the verb? Think for a minute and then raise your hand.
7. Have a pupil volunteer to come to the board and complete the sentence. (Answer: was playing)
8. **Write:** The car ____ into the road sign.
9. **Ask:** What is the missing word? Think for a minute and then raise your hand.
10. Have a pupil volunteer to come to the board and complete the sentence. (Answer: crashed)
11. **Write:** I ____ (walk) along the street when the car crashed into the road sign.
12. **Ask:** What is the right form of the verb? Think for a minute and then raise your hand.
13. Have a pupil volunteer to come to the board and complete the sentence. (Answer: was walking)

Independent Practice (11 minutes)

1. **Say:** We are now going to plan to write about an accident you saw or imagined. Look at the questions on the board again. Write the table with the questions and your answers in your exercise book. Write complete sentences. Do not forget to use simple past verbs or past continuous.
2. Give pupils 9 minutes.
3. Ask different pupils the questions in the table. Pupils respond.

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: talked and wrote sentences about an accident)
2. **Say:** Bring your exercise books tomorrow. We will continue writing our story.
3. Praise pupils for their hard work.

[SENTENCES]

- a. My brother was playing football when the ball hit the window. The window broke.
- b. 2 cars were going along the road. They crashed into each other in the street.
- c. Your mother was walking past the kitchen table. She knocked a cup from the table and it broke.

[TABLE]

An accident I saw	
What was the accident?	
Where did it happen?	
Who were the people?	
What was happening when the accident happened?	e.g. My brother was playing football ...
What happened after?	

Lesson Title: Writing About An Incident Witnessed	Theme: Responding to Text
Lesson Number: L-06-042	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a paragraph about any incident they witnessed.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Pupils' plans from lesson 041	 Preparation Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What did we do in the last lesson? Raise your hands. (Answer: talked about and how to write a paragraph about an accident)
2. **Ask:** Who can tell me about an accident they saw? Raise your hands.
3. Tell pupils that today they are going to write a paragraph about an accident they saw.

Introduction to the New Material (13 minutes)

1. Point to the sentences on the board. **Say:** Look at the sentences on the board. They are sentences about an accident. They are not in the correct order.
2. **Read** the sentences.
3. **Say:** Read the sentences and write them in the correct order in your exercise books.
4. Give pupils 8 minutes.
5. **Ask:** Which sentence is first. Raise your hands.
6. **Ask:** Which sentence is next. Raise your hands.
7. Continue for all the sentences. (Answers: 1 – c, 2 – f, 3 – d, 4 – b, 5 – e, 6 – a)

Guided Practice (5 minutes)

1. Put pupils in pairs.
2. **Say:** Which words in the sentences helped you order them correctly? Work in pairs. Find the words that tell us the order of how the accident happened.
3. Give pupils 2 minutes.
4. Check the answers with the class. (Answer: next, then, finally)
5. **Ask:** Do you know more words like this? Raise your hands. (Example answers: next, second, after that)

Independent Practice (14 minutes)

1. **Say:** Now, write your paragraphs in your exercise book so that it looks like the story on the board. Use you plan from the last lesson. Use the sentences on the board to help you.
2. Give pupils 11 minutes.
3. If possible, walk around and help pupils.
4. Have 1 or 2 pupils volunteer to read their paragraphs at the front of the class.

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: wrote about the order in which the accident happened.)
2. Praise pupils for their hard work.

[SENTENCES]

- a. Finally, they called the police.
- b. Next, the man crashed his car into the woman's car with a loud noise.
- c. I was in the market when I saw a man in a red car driving behind a woman was in a blue car.
- d. The woman stopped driving but the man did not stop.
- e. Then, the woman got out of her car and she argued with the man.
- f. The traffic light turned red.

Lesson Title: Asking Questions and Making Statements (Listening and Speaking)	Theme: Responding to Text
Lesson Number: L-06-043	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to develop fluency and listening skills by using modals like 'might' and 'could'.	 Teaching Aids 1. Sentences at the end of the lesson plan 2. Dialogues at the end of the lesson plan	 Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the dialogues at the end of the plan on the board.
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Opening (2 minutes)

- Say:** In the last 2 lessons we talked about an accident that you saw.
- Ask:** Do we always know what caused an accident? Raise your hands. (Answer: no)
- Say:** Sometimes we are sure and sometimes we are unsure.
- Tell pupils that today they will learn how to know when somebody is not sure about something.

Introduction to the New Material (8 minutes)

- Say:** Look at the sentences on the board. Listen to the sentences.
- Read the sentences clearly and slowly.
- Read the sentences again. Pupils listen and repeat.
- Point to sentences 1 and 2. **Say:** If we are very sure about something, we use 'must' and the verb.
- Read sentences 1 and 2. Pupils listen and repeat.
- Say:** If we are not sure about something we use 'might' or 'could' and the verb.
- Read sentences 2 and 4. Pupils listen and repeat.
- Ask:** In which sentences is the speaker sure? Raise your hands. (Answer: 1 and 2)
- Ask:** In which sentences is the speaker not sure? Raise your hands. (Answer: 3 and 4)
- Ask:** Which words in the sentences tell you if the speaker is sure or not? Raise your hands to answer. (Answer: must, might and could.)

Guided Practice (11 minutes)

- Write:** I am sure he is a policeman. He ____ be a policeman.
- Ask:** Is the missing word must, might or could? Raise your hands. Have a pupil come to the board and write the answer: 'must'.
- Write:** I am not sure he is a policeman. He ____ be a policeman.
- Ask:** Is the missing word must, might or could? Raise your hands. Have a pupil come to the board and write the answer: either 'could' or 'might'.
- Write:** I am sure they are pupils. I have seen them in the school. They ____ be pupils.
- Ask:** Is the missing word must, might or could? Raise your hands. Have a pupil come to the board and write the answer: 'must'.
- Write:** I think her name is Lucy but I am not sure. Her name ____ be Lucy.
- Ask:** Is the missing word must, might or could? Raise your hands. Have a pupil come to the board and write the answer: 'might' or 'could'
- Write:** Maybe they are Nigerian. They ____ be Nigerian.

10. **Ask:** Is the missing word must, might or could? Raise your hands. Have a pupil come to the board and write the answer: 'might' or 'could'.

Independent Practice (12 minutes)

1. Point to the dialogues on the board. **Say:** There are 4 short dialogues. Write them in your exercise books. Complete them with the missing words: 'must' or 'might/could'.
2. Give pupils 8 minutes.
3. Check the answers with the class. (Answers: a. must; b. could/might; c. could/might; d. must).
4. Read the dialogues. Pupils listen and repeat.

Closing (2 minutes)

1. **Ask:** What words can we use when are unsure about something? Raise your hands. (Answer: could/might)
2. **Ask:** And when are sure about something? Raise your hands. (Answer: must)
3. Praise pupils for their hard work.

[SENTENCES]

- a. The driver must be tired.
- b. The driver must be late.
- c. The driver could be tired.
- d. The driver might be late.

[DIALOGUES]

- a. A: What his job?
B: He ____ be a policemen. He is wearing a police uniform.
- b. A: Where is she?
B: I do not know. She _____ be on holiday.
- c. A: They say she caused the accident. Is it true?
B: I do not know. The car _____ have a problem.
- d. A: It is 9 am. Where is Fatmata?
B: She is ill. I am sure she ____ be at home.

Lesson Title: Speaking to Respond to Ideas of Others	Theme: Responding to Text	
Lesson Number: L-06-044	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to construct sentences in response to a reading passage, newspaper and stories.	 Teaching Aids 1. Article at the end of the lesson plan 2. Vocabulary table at the end of the lesson plan	 Preparation 1. Write the article at the end of the lesson plan on the board. 2. Write the vocabulary table at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** Can you name any famous African people in the world? Raise your hands to answer.
- Tell pupils that today they are going to read about and respond to an article about a famous African.

Introduction to the New Material (12 minutes)

- Say:** We are going to read an article about one of the most famous Africans.
- Write:** Who is the article about? What was his main goal?
- Say:** Read the article and answer the questions.
- Give pupils 5 minutes.
- Have 2 pupils answer 1 question each. (Answers: Nelson Mandela; to end inequality and racism in South Africa)
- Explain any new words. (Possible new words: famous – popular; vote - choose your leader and government; discriminated against – treated badly because of the way they look, their religion, or ethnic group; lawyer – someone who studies the law and fights cases in court; inequality – when some people have more of something, like money, than other people; protest - strong action to complain or show disagreement; racism – treating people badly because of their looks, religion, caste or region; arrested – put in jail; life sentence – punishment to spend the entire life in jail; communicated – sent a message; free election – everyone allowed to vote for their government; courage – bravery; wisdom – knowledge and experience; human rights – basic things like food, education and freedom which all human beings should have)

Guided Practice (7 minutes)

- Put pupils in pairs.
- Say:** Look at the words in the table. Read the article again. The words in column 1 are in the text. Try and understand the meaning from the text. Then match the words to the meanings in column 2 of the table.
- Give pupils 5 minutes.
- Have pupils volunteer to share their answers. (Answers: 1-c, 2-e, 3-d, 4-a, 5-f, 6-b)

Independent Practice (13 minutes)

- Write** the sentence starters on the board:
 - Nelson Mandela was ...
 - I think Nelson Mandela ...

2. **Ask:** Who was Nelson Mandela? What do you think of Nelson Mandela?
3. **Say:** Write 1 sentence about who Nelson Mandela was. Write 2 sentences about your opinion of Nelson Mandela.
4. Give pupils 8 minutes.
5. Have pupils volunteer to read their sentences to the class. (Example answers: Nelson Mandela was the first black President of South Africa. I think Nelson Mandela was hard working. I think Nelson Mandela was courageous.)

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: read an article about Nelson Mandela.)
2. Praise pupils for their hard work.

[ARTICLE: NELSON MANDELA]

Nelson Mandela is probably one of the most famous Africans in the world. He was born in 1918 in the Eastern Cape in South Africa. At the time when he grew up, black people could not vote, black and white people were kept apart and black and mixed race people were discriminated against.

Nelson Mandela became a lawyer in 1942 and protested and fought against inequality and racism in South Africa. The white South African government thought he could be dangerous to the power they had. He wanted to end the white racist government and have equality for everyone in South Africa. He was arrested in 1964 and given a life sentence for crimes against the government.

In jail, he had to do work hard and could only have one visitor every 6 months. Despite this, he did not give up; he communicated a message of protest to people from inside the prison. After 27 years, he was set free in 1990. The first free election, where everyone could vote, was in 1994. Nelson Mandela won, and became the first black president of South Africa. He is respected for his courage and wisdom and fight for human rights. He died on 5 December 2013.

[VOCBULARY]

1. discriminate	a. strong action to complain or show disagreement
2. inequality	b. have bravery
3. racism	c. treat someone badly because of the way they look, their religion, or ethnic group.
4. protest	d. treating people badly because of their looks, religion, caste or region
5. vote	e. unfair situation where some people have more of something than others
6. courage	f. choose the government in an election

Lesson Title: Story Writing	Theme: Responding to Text	
Lesson Number: L-06-045	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a short story.	 Teaching Aids Table at the end of the lesson plan	 Preparation Write the table at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Say:** Yesterday we read an article.
2. **Ask:** Who was the article about? Raise your hands. (Answer: Nelson Mandela)
3. Tell pupils that today they are going to write a story about a main character.

Introduction to the New Material (4 minutes)

1. **Ask:** What problem did Nelson Mandela help solve? Raise your hands. (Answer: He helped end racism in South Africa.)
2. **Ask:** What did he do to reach his goal? Raise your hands. (Answer: protest and fight)
3. **Ask:** What happened to him? Raise your hands. (Answer: He was in prison but became the president of South Africa.)
4. **Ask:** What happened after? Raise your hands. (Answer: There are laws against racism and more opportunities for black people now.)

Guided Practice (15 minutes)

1. **Say:** We will plan our story together. Point to the table on the board. **Say:** Look at the table on the board.
2. Point to step 1 in the table. **Say:** First, we choose a main character. Here are 2 examples, 'Nelson Mandela' from the article in the last lesson story and 'a young woman'. Now you choose a main character. Write it in your exercise books.
3. Give pupils 2 minutes.
4. Point to step 2. **Say:** Next we choose a place.
5. Read the examples in the table. **Say:** Choose a place. Write it in your exercise books.
Give pupils 2 minutes.
6. Point to step 3. **Say:** Next we choose a problem or a goal for the main character.
7. Read the examples in the table. **Say:** Choose a problem or goal for the main character. Write it in your exercise books.
8. Point to step 4. **Say:** Next we think of a challenge that the main character has.
9. Read the examples in the table. **Say:** Choose a challenge. Write it in your exercise books.
Give pupils 2 minutes.
10. Point to step 5. **Say:** Next, we have to think of the most interesting part of the story where the main character solves the problem.
11. Read the examples in the table. **Say:** Choose a solution. Write it in your exercise books.
Give pupils 2 minutes.
12. Point to step 6. **Say:** Finally, we write what happens after.
13. Read the examples in the table. **Say:** Write what happens in your story.
14. Give pupils 2 minutes.

15. **Say:** Now you have the outline for your story.

Independent Practice (12 minutes)

1. **Say:** We are now going to write our story. Write a sentence about the main character of the story. For example: There was a young woman who lived in Freetown. Write 1 sentence for each of the other steps.
2. Give pupils 10 minutes.
3. After 10 minutes clap your hands.

Closing (3 minutes)

1. Have pupils volunteer to read their stories to the class. Encourage pupils to clap at the end.
2. Praise pupils for their hard work.

[TABLE]

Step	Examples
1. Choose a character	Nelson Mandela; a young woman
2. Choose a place	South Africa; Sierra Leone (where?)
3. Choose a problem	racism in South Africa; to have a bicycle
4. Choose a challenge	prison; father says girls do not ride bikes
5. Choose a solution	protest; shows father she can ride a bike
6. What happened after	became President; all South Africans can vote; she is happy and goes many places

Lesson Title: Reading and Comprehension	Theme: Reading Comprehension	
Lesson Number: L-06-046	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to outline the most important points in a passage.	 Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board (without the underlines). 2. Write the questions on the board.
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Opening (1 minute)

- Ask:** How many continents are there on the Earth? Raise your hands. (Answer: 7)
- Ask:** What is the name of our continent? Raise your hands. (Answer: Africa)
- Tell pupils that today they are going to find the most important points in a reading passage.

Introduction to the New Material (8 minutes)

- Say:** Today we are going to read about how the different continents were formed.
- Check the meaning of these words with the pupils: separated (to pull apart), earthquakes (movement of the Earth's top layer), volcanic (from a volcano).
- Write** the questions on the board:
 - How has the earth changed?
 - Did this happen over a short time?
- Read** the text.
- Have 2 pupils volunteer to answer 1 question each. (Answers: a. Millions of years ago there was one continent but today there are 7, b. No, it didn't. It happened over millions of years.)

Guided Practice (12 minutes)

- Put pupils in pairs.
- Point to the 5 questions on the board. **Say:** Read the passage again and answer these questions.
- Give pupils 8 minutes.
- Ask pupils to raise their hand to answer.
- Write the correct answers next to the questions. Ask pupils to check their work. (Answers: a. Pangaea; b. They separated and moved away; c. When plates in the Earth's crust move; d. North America; e. around the continents as they moved).

Independent Practice (13 minutes)

- Say:** Copy the text in your exercise books. You have 7 minutes.
- Put pupils in pairs.
- Say:** Underline 4 or 5 sentences about the main information in the text. Use the answers to the questions to help you. Remember, the main parts of the text are those sentences which convey the most important information. Any extra explanations or examples are not the main parts.
- Underline the main parts of the text on the board (see below for answers) and ask pupils to check their work.

Closing (1 minute)

1. Explain why you left out the parts which are not underlined – the first 2 sentences just give the background; the meaning of the word ‘Pangaea’ is also extra information; the meaning of ‘crust’ is also not important; the last line is not information, just what the writer is thinking.
2. Praise pupils for their hard work.

[TEXT]

Today, the Earth has 7 continents. They are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Millions of years ago, the Earth looked very different. All of the continents were together in one enormous continent called Pangaea*. Pangaea is made up of 2 Greek words meaning entire (pan) earth (gaea).

Over millions of years the continents separated and moved across the Earth. When the plates in the Earth's crust (or top layer of the Earth's surface) move, it causes earthquakes and volcanic eruptions – this is when the continents move away from each other. First, North America separated from Africa. Then South America moved away followed by India, Antarctica and Australia. The oceans formed around the continents as they moved.

This is still happening in tiny movements every year. Maybe one day we will have another Pangaea.

* Pangaea is pronounced ‘pan-GEE-AA’

[QUESTIONS]

- a. What was the name of the enormous continent?
- b. How did the continents form?
- c. What causes earthquakes and volcanic eruptions?
- d. Which was the first continent to move away?
- e. Where did the oceans form?

Lesson Title: Using a Dictionary	Theme: Reading Comprehension	
Lesson Number: L-06-047	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to find words in a dictionary.	 Teaching Aids 1. Dictionary information at the end of the lesson plan. 2. Dictionary words 1 and 2 at the end of the lesson plan 3. If possible, one or more dictionaries	 Preparation 1. Write the dictionary information at the end of the lesson plan on the board. 1. Write the dictionary words 1 and 2 at the end of the plan on the board. Do not write the labels above the words on the board.
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Opening (1 minute)

- Ask:** If we do not know a word, where do we find out? Raise your hands. (Answer: a dictionary)
- Tell pupils that today they are going to learn about how to use dictionaries.

Introduction to the New Material (13 minutes)

- Ask:** What is a dictionary? Does anyone know?
- Ask pupils to try and answer with anything they know about a dictionary.
- Explain that a dictionary is a book which has most of the words in the English language with their meaning and other information.
- Ask:** If I have to look for the meaning of one word, for example ‘citizen’, how would I find it in such a big book? Wouldn’t I take a lot of time to find one word in such a big book? Guide pupils to say: yes.
- Write:** citizen.
- Explain that the dictionary is arranged in an alphabetical order, which makes it easier for us to find a word. Explain that ‘alphabetically’ means in the order of the alphabet.
- If you have a dictionary, hold it up to the section with ‘A’ words, move ahead to ‘B’, ‘C’, and so on to ‘Z’. Show pupils that this is how words are arranged.
- Ask:** Which letter do you think we should go to for the word ‘citizen’? Raise your hand. (Answer: C)
- Say:** There are so many words with the letter ‘c’, how can we find the word citizen in the quickest way?
- Wait for pupils to guess.
- Explain that even within one letter, words are arranged alphabetically. So we should then look at the second letter. The second letter in ‘citizen’ is ‘i’.
- Tell pupils that the list of words with letter ‘C’ begins with ‘ca’ then ‘ce’, ‘ci’, ‘co’ and then ‘cu’. We should go where the words are starting with ‘ci’.
- Explain that after the second letter, we go on to the third letter to find words in alphabetical order and so on.
- Point to the board. Tell pupils that this is information we can find in a dictionary.
- Read the information. If you have a dictionary, explain using the dictionary.
- Check pupils understand the information.

Guided Practice (9 minutes)

1. Point to the dictionary words on the board. **Say:** Here are 2 words from yesterday's lesson. They are 'enormous' and 'separate'. This is how they look in a dictionary. I will show you what everything means and we will write the label for each piece of information.
2. Point to the word 'enormous'. Point to each piece of information step by step.
Say: This is the word and its spelling, so we write 'Sp' at the top. (Write Sp above the word.)
3. **Say:** This is the type of word, for example adjective, so we write 'Tp' at the top. (Write Tp above 'adjective'.)
4. **Say:** This is the pronunciation or how to say it, so we write 'Pr' at the top. (Write Pr above the pronunciation.)
5. **Say:** This is the meaning, so we write 'Mn'. (Write Mn above the meaning.)
6. **Say:** This is a sentence with the word, so we write 'St'. (Write St above the sentences.)
7. **Say:** Here we have similar words, so we write 'Sm'. (Write Sm above the words with similar meaning.)
8. Point to the word 'enormous'. Tell pupils that you will ask them some questions about the word. Tell them to raise their hand if they know the answer.
9. **Ask:** How do you spell this word? Raise your hands. (Answer: e-n-o-r-m-o-u-s)
10. **Ask:** What type of word is this? (Answer: adjective)
11. **Ask:** What is the meaning of this word? (Answer: to be very big)
12. **Ask:** How do you say this word? (Answer: enormous)
13. **Ask:** How is this word used in a sentence? (Answer: The Atlantic Ocean is enormous.)
14. **Ask:** What word is similar to this word? (Answer: gigantic, huge)

Independent Practice (11 minutes)

1. **Write:** vote, protest, million, balloon, continent, mother, boy.
2. **Say:** Look at these words. Arrange them in the order they will be in the dictionary – in alphabetical order. Remind pupils that alphabetical means in the order of the alphabet.
3. Ask pupils to recite the alphabet together.
4. Remind pupils that when 2 words begin with the same letter, we must look at the second letter and arrange them alphabetically.
5. Give pupils 5 minutes.
6. Ask pupils to raise their hand to answer. (Answer: balloon, boy, continent, million, mother, protest, vote.)
7. **Say:** Look at the next dictionary word on the board 'separate'. Raise your hand to answer the following questions:
8. **Ask:** How do you spell this word? (Answer: s-e-p-a-r-a-t-e)
9. What type of word is this? (Answer: verb)
10. What is the meaning of this word? (Answer: to take or move apart, not together)
11. How do you say this word? (Answer: separate)
12. How is this word used in a sentence? (Answer: The continents separated millions of years ago.)
13. What word is similar to this word? (Answer: to split, to break up)

Closing (1 minute)

1. **Ask:** What information can you find in a dictionary? Raise your hands. (Answer: spelling, type of word, pronunciation, meaning, how to use the word in a sentence, words with similar meaning.)

[INFORMATION IN A DICTIONARY] The spelling of a word (Sp)

- a. The type of word it is (Tp)
- b. How to say the word or pronunciation (Pr)
- c. The meaning of a word (Mn)
- d. How to use the word in a sentence (St)
- e. Words with similar meaning (Sm)

[DICTIONARY WORD 1]

Labels:	Sp	Tp	Pr	Mn	St	Sm
	enormous	(adjective)	/ɪ'nɔ:məs/	to be very big	The Atlantic Ocean is enormous.	Similar words: gigantic, huge

DICTIONARY WORD 2

separate	(verb)	/'sepəreɪt/	to take or move apart, not together	The continents separated millions of years ago.	Similar words: to split, to break up
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Lesson Title: Question Tags	Theme: Reading Comprehension	
Lesson Number: L-06-048	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use question tags to ask and answer questions.	 Teaching Aids 1. Tables at the end of the lesson plan 2. Questions at the end of the lesson plan	 Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (3 minutes)

- Say:** In the last 2 lessons we were talking about continents, but I am still unsure about some things.
- Ask:** There are 8 continents, aren't there? Raise your hands to answer. (Answer: No, there are 7.)
- Ask:** Africa isn't a country, is it? (Answer: No, it's a continent.)
- Thank pupils for their help and tell them that today they are going to practice asking and answering questions.

Introduction to the New Material (7 minutes)

- Say:** When we want to make sure or check information, we can use question tags.
- Say:** Remember my question, 'Africa isn't a country, is it?'
- Ask:** Am I sure if Africa is a country? Raise your hands. (Answer: no)
- Ask:** What do I say in the question to make sure? Raise your hands. (Answer: is it?)
- Say:** Remember the other question 'There are 8 continents, aren't there?'
- Ask:** Am I sure about the number of continents? Raise your hands. (Answer: no)
- Ask:** What do I say in the question to make sure? Raise your hands. (Answer: aren't there?)
- Explain that we use question tags when we want to check that information is correct.
- Point to the table on the board. Read the sentence: Sierra Leone is a country.
- Explain that this is a positive sentence so we use a negative question tag. (Point to the tag.)
- Read the other 2 examples in the table. Point to the positive sentences and the negative question tags.
- Say:** Now look at this sentence: Sierra Leone isn't in North Africa.
- Ask:** Is this a positive or a negative sentence? Raise your hands. (Answer: Negative because 'isn't' is in the sentence.)
- Explain that if the sentence is negative, the question tag is positive. Read the other examples in the table with the pupils. Point to the negative sentences and the positive question tags.

Guided Practice (13 minutes)

- Write:** It is hot today, ____?
- Say:** Think for a minute. Write the question tag in your exercise book. Raise your hand when you know what the question tag is.
- Have a pupil come to the board and write the question tag. (Answer: isn't it)
- Write:** It was cold yesterday, ____?
- Say:** Think for a minute. Write the question tag in your exercise book. Raise your hand when you know what the question tag is.

6. Have a pupil come to the board and write the question tag. (Answer: wasn't it)
7. **Write:** Sierra Leone isn't in East Africa, ____?
8. **Say:** Think for a minute. Write the question tag in your exercise book. Raise your hand when you know what the question tag is.
9. Have a pupil come to the board and write the question tag. (Answer: is it)
10. **Write:** Bo isn't the capital of Sierra Leone, ____?
11. **Say:** Think for a minute. Write the question tag in your exercise book. Raise your hand when you know what the question tag is.
12. Have a pupil come to the board and write the question tag. (Answer: is it)

Independent Practice (10 minutes)

1. Point to the exercise on the board. **Say:** Now let's practice some more question tags. Write the sentences on the board in your exercise books. Then write the question tags.
Give pupils 7 minutes.
2. Check answers with the class. Have 4 pupils give you the answers. (Answers: a. isn't it; b. is it; c. aren't they; d. wasn't it)

Closing (3 minutes)

1. **Ask:** When do we use question tags? Raise your hands. (Answer: to check information)
2. **Ask:** What question tag do we use in a positive sentence? Raise your hands. (Answer: negative)
3. **Ask:** What question tag do we use in a negative sentence? Raise your hands. (Answer: positive)
4. Praise pupils for their hard work.

[TABLE 1]

Positive sentences	Negative question tag
Sierra Leone is a country,	isn't it?
Africa and Asia are continents,	aren't they?
There was one continent,	wasn't there?
Negative sentences	Positive question tag
Sierra Leone isn't in North Africa,	is it?
Europe and Asia aren't countries,	are they?
There weren't 7 continents millions of years ago,	were there?

[QUESTIONS (WITH TAGS)]

- a. Freetown is the capital city of Sierra Leone, ____?
- b. Nigeria isn't a neighbouring country of Sierra Leone, ____?
- c. Guinea and Liberia are neighbours of Sierra Leone, ____?
- d. Sierra Leone was a British colony before, ____?

Lesson Title: Complete Statements	Theme: Reading Comprehension	
Lesson Number: L-06-049	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to form complete statements in response to questions.	 Teaching Aids 1. Questions at the end of the lesson plan 2. Exercise at the end of the lesson plan	 Preparation 1. Write the questions at the end of the lesson plan on the board. 2. Write the exercise at the end of the lesson plan on the board.
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Opening (1 minute)

- Ask:** What topic did we discuss in the last lessons? (Answer: continents, Sierra Leone)
- Tell pupils that today they will ask and answer questions.

Introduction to the New Material (12 minutes)

- Write** these questions on the board:
 - Where is Sierra Leone?
 - When is Christmas Day?
 - What is the favourite sport in Sierra Leone?
- Say:** Raise your hand if you can answer the first question. Pupils answer. (Answer: West Africa)
Say: Raise your hand if you can answer the second question. Pupils answer. (Answer: 25th December)
Say: Raise your hand if you can answer the third question. Pupils answer. (Example answer: football)
- Explain that we can answer these questions with complete sentences.
- Say:** Look at the 3 questions again.
- Ask:** What are the first words in the questions? Raise your hands. (Answers: a. Where; b. When; c. What)
- Explain that question words tell us what information we need in the answer. Explain that 'Where' is asking for information about a place, 'When' is asking about a time or date, 'What' is asking about a thing, 'Who' is asking about a person and 'How' is asking what caused something.
- Ask:** If the question starts with 'Where' what information is in the answer? (Answer: place)
- Ask:** If the question starts with 'When' what information is in the answer? (Answer: time/ date)
- Ask:** If the question starts with 'What' what is the answer? (Answer: thing)
- Ask:** If the question starts with 'Who' what information is in the answer? (Answer: person)
- Ask:** If the question starts with 'How' what information is in the answer? (Answer: cause)
- Explain that when we use every day spoken English, we often reply with 1 or 2 words. Tell pupils that when we write answers, we should write a complete sentence.

Guided Practice (5 minutes)

- Put pupils in pairs. Point to Exercise 1 on the board
- Say:** The questions are in column 1 and the answers are in column 2. The answers do not match the questions. Work with your partner and match the question to the right answer.
- Give pupils 4 minutes.
- Have 3 pupils say a question and a correct answer. (Answers: 1-b, 2-c, 3-a)

Independent Practice (13 minutes)

1. Point to Exercise 2 on the board. **Say:** We are going to practice writing answers. There are 4 questions and answers. The questions are right, but the words in the answers are not in the right order. Write the words in the right order to make a sentence.
2. Give pupils 6 minutes.
3. Have 2 girls and 2 boys volunteer to say the sentences in the right order. (Answers: a. The Tingi Hills are in the East; b. English is the official language; c. It's on 27 April; d. Mr Koroma is the president of Sierra Leone.)
4. **Write:** Where in Sierra Leone were you born? What do you like about your country?
Say: Answer the questions. Write 2 complete sentences.
Give pupils 5 minutes.
5. Have pupils answer the questions using a complete sentence.

Closing (4 minutes)

1. **Ask:** What information does 'What?', 'When?' and 'Where?' ask for? Raise your hands. (Answer: a thing, a date or time, a place)
2. **Ask:** When is the next lesson? Guide pupils to respond with a complete sentence.
3. **Ask:** What is your next lesson? Guide pupils to respond with a complete sentence.
4. Praise pupils for their hard work.

[QUESTIONS]

Question	Answer
1. Where is Sierra Leone?	a. Football is the favourite sport in Sierra Leone.
2. When is Christmas day in Sierra Leone?	b. Sierra Leone is in West Africa.
3. What is the favourite sport in Sierra Leone?	c. Christmas is on 25 December.

[EXERCISE]

- a. Where are the Tingi Hills? in the east the Tingi Hills are
- b. What is the official language in Sierra Leone? is the official language English
- c. When is Independence Day in Sierra Leone? 27 April it's on
- d. Who is the president of Sierra Leone? is Sierra Leone the president of Mr Koroma

Lesson Title: Answering Questions in Complete Sentences	Theme: Reading Comprehension	
Lesson Number: L-06-050	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to answer simple questions using short, complete sentences.	 Teaching Aids 1. Questions at the end of the lesson plan 2. Tables 1 and 2 at the end of the lesson plan 3. Exercise at the end of the lesson plan	 Preparation 1. Write the questions at the end of the plan on the board. 2. Write Tables 1 and 2 at the end of the lesson plan on the board. 3. Write the exercise at the end of the plan on the board.
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Opening (2 minutes)

1. **Say:** I will ask you some questions. Use sentences to answer them. Raise your hand.
2. **Ask:** What is the official language of Sierra Leone? (Answer: English is the official language.)
3. **Ask:** Where is Sierra Leone? (Answer: Sierra Leone is in West Africa.)
4. Tell pupils that today they are going to ask and answer questions.

Introduction to the New Material (5 minutes)

1. **Say:** Look at the questions on the board. **Say:** Work in pairs and answer the questions.
2. Give pupils 3 minutes.
3. Have pupils volunteer to answer the questions.
4. **Ask:** What is the difference between these questions and the ones I asked at the start of the lesson? Raise your hand to answer the question. (Answer: They begin with 'is' or 'are'; the answers are 'yes' or 'no'.)
5. **Say:** We call them 'yes/no questions' and they can be answered in a short sentence.

Guided Practice (12 minutes)

1. **Say:** Raise your hand to answer my questions.
2. **Say:** Look at the first question 'Are we in West Africa?'
3. **Ask:** What is the answer? (Answer: yes)
4. **Ask:** Who is this question about? (Answer: we)
5. **Say:** Look at Table 1 on the board. The answer is 'Yes, we are.'
6. **Say:** Look at the next question 'Is Sierra Leone bigger than Ghana?'
7. **Ask:** What is the answer? (Answer: no)
8. **Ask:** Who is this question about? (Answer: Sierra Leone or it)
9. **Say:** Look at Table 2 on the board. The answer is 'No, it isn't.'
10. **Say:** Look at the next question 'Is Mr. Ernest Bai Koroma a teacher?'
11. **Ask:** What is the answer? (Answer: no)
12. **Ask:** Who is this question about? (Answer: Mr. Ernest Bai Koroma or he)
13. **Say:** Look at Table 2 on the board. The answer is 'No, he isn't.'
14. **Say:** Write the tables in your exercise books.

Independent Practice (13 minutes)

1. **Say:** Now let's practice some more short answers.
2. Point to the exercise on the board.

3. **Say:** On the board there are 6 questions. Write the questions in your exercise books. Then, answer the questions. Use the tables to help you. Write short answers.
4. Give pupils 10 minutes.
5. Have different pupils volunteer to answer the questions. (Answers: a. No, we aren't; b. Yes, he is; c. No, it isn't; d. Yes, they are; e. Yes, I am; f. No, she / he isn't.)

Closing (2 minutes)

1. **Ask:** Is it time to finish the lesson? Raise your hands. (Answer: Yes, it is.)
2. Praise pupils for their hard work.

[QUESTIONS]

- a. Are we in West Africa?
- b. Is Sierra Leone an enormous country?
- c. Is Mr Koroma a teacher?

[TABLE 1]

Yes,	I	am.
	it he she	is.
	you they we	are.

[TABLE 2]

No,	I	am not.
	it he she	isn't.
	you they we	aren't.

[EXERCISE]

1. Are we in Liberia? _____.
2. Is Mr. Ernest Bai Koroma the president? _____.
3. Is Krio the official language? _____.
4. Are Liberia and Guinea our neighbours? _____.
5. Are you in Sierra Leone? _____.
6. Is your teacher speaking Krio now? _____.

Lesson Title: Building Vocabulary	Theme: Vocabulary Development
Lesson Number: L-06-051	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to pick out words in the passage related to specification of work place.	 Teaching Aids 1. Text at the end of the lesson plan 2. Vocabulary table at the end of the lesson plan 3. Jobs table (and answers) at the end of the lesson plan	 Preparation 1. Write the text at the end of the plan on the board. 2. Write the vocabulary table at the end of the lesson plan on the board. 3. Write the jobs table at the end of the lesson plan on the board (not the table with answers).
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Opening (1 minute)

1. **Ask:** What is your father job? Raise your hands.
2. **Ask:** What is your mother's job? Raise your hands.
3. Tell pupils that today they are going to read about jobs.

Introduction to the New Material (6 minutes)

1. **Write** the questions on the board: How many jobs are described in the text? What are they?
2. Point to the text on board. **Say:** On the board there is a text about jobs. Work alone. Read the text and answer the question.
3. Give pupils 4 minutes.
4. Have a girl and a boy volunteer to share their answers. (Answer: 3 jobs; chef, teacher, doctor)

Guided Practice (9 minutes)

1. Point to the vocabulary table on the board. **Say:** Look at the vocabulary table on the board. There are some words from the text about jobs. Match the words with their meanings. Write the words and their meanings in your exercise book.
2. Give pupils 6 minutes.
3. Check the answer with the class. Have 3 girl and 3 boy pupils share their answers. (Answers: 1-f, 2-d, 3-b, 4-e, 5-c, 6-a)

Independent Practice (16 minutes)

1. Point to the jobs table on the board. **Say:** Look at the jobs table on the board. Read the text about jobs. Find words from the text to complete the table.
2. Do an example to show pupils what to do. **Ask:** What is the first job in the text? (Answer: chef)
3. **Say:** Read the text and find the words to answer the questions in the table. For example: What does a chef do? The answer is in the first sentence: A chef cooks and prepares food. Write 'cooks and prepares food' in the table.
4. Give pupils 12 minutes.
5. Ask pupils to raise their hand to share answers.
6. **Write** the answers on the board and ask pupils to correct their work. (Answers: see answer table at the end of the lesson plan)

Closing (3 minutes)

- Ask:** What did we do today? Raise your hand. (Answer: We learned about 3 jobs, what they do, what they wear, where they work and what they use.)
- Praise pupils for their hard work.

[TEXT]

A chef cooks and prepares food. They usually wear a uniform which is a white jacket and dark trousers. Chefs work in a kitchen and use a lot of equipment like knives, spoons and forks to prepare food. A teacher is someone who teaches adults or children. Teachers do not wear a uniform and work in a school or university. They use chalk to write on a board and read a lot of books. A doctor is someone who examines and listens to people to make them healthy. Doctors wear a long white coat and work in a hospital or clinic. They use medicine to make people healthy.

[VOCABULARY TABLE]

1. prepare	a. given to treat or prevent disease, e.g. drugs
2. uniform	b. things, like tools or machines, needed to do a job
3. equipment	c. a small medical facility
4. examine	d. special clothing worn by people
5. surgery	e. to inspect or check carefully
6. medicine	f. make something ready

[JOBS TABLE]

Job	What do they do?	What do they wear?	Where do they work?	What do they use?
Chef				
Teacher				
Doctor				

[JOBS TABLE: ANSWERS]

Job	What do they do?	What do they wear?	Where do they work?	What do they use?
chef	cooks, prepares food	uniform; white jacket and dark trousers	kitchen	Equipment; knives, spoons and forks
teacher	teaches adults or children	no uniform	school /university	board, chalk, book
doctor	examines and listens to people	Uniform; long white coat	hospital /surgery	medicine

Lesson Title: Adjectives: Colours	Theme: Vocabulary Development	
Lesson Number: L-06-052	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use more specific words to precisely describe a colour.	 Teaching Aids 1. Any 2 items of the same colour in different shades 2. Colour table at the end of the lesson plan	 Preparation 1. Bring 2 items are the same colour - one 1 light shade and 1 dark shade (for example, light blue shirt and dark blue shirt). 2. Write the colour table at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What is your favourite colour? Raise your hands. Have 3 or 4 pupils tell you their favourite colour.
2. Tell pupils that today they are going to learn about colours.

Introduction to the New Material (8 minutes)

1. Show the class the 2 items you have brought to class (e.g. light blue T-shirt, dark blue T-shirt).
2. **Ask:** What are these? Raise your hands.
3. **Ask:** What colour are they? Raise your hands.
Ask: Are they the same colour? Raise your hands. (Answer: no)
4. Hold up the dark item. **Say:** This one is dark [insert colour name].
Hold up the light item. **Say:** This one is light [insert colour name].
5. **Say:** The name of the colour (e.g. dark blue). Pupils listen and repeat 2 times.
Say: The name of the colour (e.g. light blue). Pupils listen and repeat 2 times.
6. **Write** the names of the colours on the board (e.g. light blue, dark blue).
7. **Ask:** Is there anything in the classroom that is [insert colour name]? Raise your hands.
Ask: Is there anything in the classroom that is [insert colour name]? Raise your hands.
8. Explain that we can use 'dark' and 'light' to describe colours more precisely. We can use 'dark' and 'light' before most colours. For example: dark and light green, dark and light brown. Explain that we can also use other words to describe colours better.

Guided Practice (10 minutes)

1. Point to the table on board. **Say:** On the board there is a table with different colours in the first column. In the second column there is the shade (light or dark), and the last column has the name of the colours.
2. **Say:** I am going to ask you some questions. First, read the table. Remember the shades and names of the colours.
3. Give pupils 4 minutes.
4. Cover the table with a paper or cloth.
5. **Say:** I will ask you some questions about the colours. Raise your hand to answer.
6. **Ask:** What shade is ruby red, light or dark red? (Answer: dark red)
7. **Write** on the board: ruby red.
8. **Ask:** What shade is sky blue, light or dark blue? (Answer: light blue)
9. **Write** on the board: sky blue.

10. **Ask:** What shade is bottle green, light or dark green? (Answer: dark green)
11. **Write** on the board: bottle green.
12. **Ask:** What shade is deep pink, light or dark green? (Answer: dark pink)
13. **Write** on the board: dark pink.
14. Uncover the colour table and check the answers.
15. Point to the words on the board. Read the words. Pupils listen and repeat.

Independent Practice (13 minutes)

1. **Say:** Think of some things that are red, blue, pink and green. Think about their exact colour.
2. **Write** an example on the board: My dress is sky blue. My father's bicycle is light red.
3. **Say:** Work alone. Write 4 sentences using the different colour names.
4. Give pupils 10 minutes.
5. Have 4 or 5 pupils volunteer to read their sentences.

Closing (2 minutes)

1. **Ask:** What did we learn today? (Answer: how to describe colours in more detail)
3. Praise pupils for their hard work.

[COLOUR TABLE]

Colour	Shade	Colour name
red	light	light red
	dark	ruby red
blue	light	sky blue
	dark	dark blue
pink	light	light pink
	dark	deep pink
green	light	light green
	dark	bottle green

Lesson Title: Simple Prepositions	Theme: Vocabulary Development	
Lesson Number: L-06-053	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to show relationship between a noun or pronoun and the rest of the sentence.	 Teaching Aids A book, a pencil, and a rubber	 Preparation 1. Bring a book, a pencil and a rubber to the lesson. 2. Write these sentences on the board: a. The rubber is on the book. b. The pencil is in the book. c. The pencil and rubber are under the book.
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Opening (3 minutes)

1. **Ask:** What is on your desk? Raise your hands. Have 1 or 2 pupils answer.
2. **Ask:** What is in your bag? Raise your hands. Have 1 or 2 pupils answer.
3. **Ask:** What is under your desk? Raise your hands. Have 1 or 2 pupils answer.
4. Tell pupils that today they are going to learn how to say where something is.

Introduction to the New Material (10 minutes)

1. Show the class the book, pencil and rubber one by one. **Ask:** What is this? Raise your hand. (Answer: book, pencil, rubber)
2. **Say:** I am going to say some sentences. Listen carefully.
3. Put the rubber on the book. **Say:** The rubber is on the book.
4. Put the pencil in the book. **Say:** The pencil is in the book.
5. Put the book on the pencil and rubber. **Say:** The pencil and rubber are under the book.
6. **Write** the sentences on the board: The rubber is on the book. The pencil is in the book. The pencil and rubber are under the book.
7. Underline 'on', 'in', 'under' in the sentences.
8. **Ask:** Which words did I use with pencil, book and rubber? Raise your hands. (Answers: in, on, under)
9. **Ask:** What do the words tell us? (Answer: They tell us where something is.)
10. Explain that words which tell us where something is are called prepositions.
11. **Say:** Raise your hands if you know any other prepositions. **Write** pupils' answers on the board. (Example answers: above, behind, next to, opposite, in front of)
12. **Ask:** What kind of words are 'book', 'rubber' and 'pencil'? Raise your hands. (Answer: nouns)
13. Point to the sentence: The rubber is on the book. Explain that the important thing in the sentence is the rubber. Explain that we want to know where the rubber is. Explain that 'book' is the object of the sentence. We are more interested in the rubber than the book.

Guided Practice (10 minutes)

1. Read these sentences:
 - a. The rubber is on the book.
 - b. The pencil is in the book.
 - c. The pencil and rubber are under the book.
2. **Say:** Look at the 3 sentences on the board. Write them in your exercise books.
3. Give pupils 4 minutes.

4. **Say:** Underline the word in each sentence that tells us where the thing is.
5. Give pupils 1 minute.
6. Check answers with the class (Answer: on, in, under)
7. **Say:** Circle the important noun in the sentences.
8. Give pupils 1 minute.
9. Check answers with the class. (Answer: rubber, pencil, book)
10. Put the rubber on the book.
11. **Ask:** What is the sentence? Raise your hands. (Answer: The rubber is on the book.)
12. Put the pencil and rubber under the book.
13. **Ask:** What is the sentence? Raise your hands. (Answer: The pencil and rubber are under the book.)

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Put some of your school things on your desk.
3. **Say:** Work together. 1 pupil does an action with one of the things. The other pupil says the sentence. For example: The book is on the desk. Then change.
4. Give pupils 3 or 4 minutes.
5. Have 3 or 4 pairs volunteer to show and say 1 or 2 sentences.
6. Put some classroom objects on a chair. **Say:** Write 2 sentences about the objects on the chair. Give pupils 5 minutes.
7. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class. (Example answers: the book is on the chair, the chair is under the rubber)

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hands. (Answer: We learned how to say where something is.)
2. **Ask:** What do we call small words which tell us where something is? Raise your hands. (Answer: prepositions.)
3. **Say:** Raise your hand if you can tell me a preposition. (Example answers: under, on, in, above)
4. Praise pupils for their hard work.

Lesson Title: Using a Dictionary	Theme: Vocabulary Development	
Lesson Number: L-06-054	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to find meanings and correct spelling of new words.	 Teaching Aids Word entries at the end of the lesson plan	 Preparation Write the word entries at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Do you understand all the words we use in this class? (Answer: no)
2. **Ask:** If we do not understand a word, where can we find out about it? Raise your hands. (Answer: a dictionary)
3. Tell pupils that today they are going to continue to learn about dictionaries.

Introduction to the New Material (5 minutes)

1. Put pupils in pairs. **Say:** We studied dictionaries last week. **Ask:** What information can we find in a dictionary? Work with a partner and write the information we can find in a dictionary. Give pupils 3 minutes.
2. After 3 minutes clap your hands.
3. Have pupils volunteer to share their answers. (Answers: spelling, meaning, type of word, how to say a word (pronunciation), how to use the word in a sentence, similar words)
4. **Ask:** How are words arranged in a dictionary? Raise your hand. (Answer: in alphabetical order)

Guided Practice (12 minutes)

1. Point to the words on the board. **Say:** There are some words from the week's lessons on the board. This is how they look in a dictionary.
2. **Say:** Let's look at the first one. **Say:** The word is examine.
3. **Ask:** What is the spelling? Raise your hands. (Answer: e-x-a-m-i-n-e)
4. **Ask:** What is the meaning? Raise your hands. (Answer: to inspect or check something or someone carefully)
5. Point to the word. **Say:** We can see how the word is spelled.
6. Point to the meaning. **Say:** And here we can see the meaning of the word.
7. **Ask:** How do you spell word number 2? Raise your hands. (Answer: e-q-u-i-p-m-e-n-t)
8. **Ask:** What is the meaning of word number 2? Raise your hands. (Answer: the tools you need to do a job or something)
9. **Ask:** How do you spell word number 3? Raise your hands. (Answer: c-h-e-f)
10. **Ask:** What is the meaning of word number 3? Raise your hands. (Answer: someone who prepares and cooks food)
11. **Say:** Write the words and their information in your exercise books.
12. Give pupils 5 minutes.

Independent Practice (14 minutes)

1. **Say:** Work in pairs. Ask your partner the spelling and meaning of each word. Then change.
2. Give pupils 6 minutes.

3. **Say:** Now choose 2 words. Write 1 sentence for each word to show the meaning.
4. Do an example on the board. **Write:** A doctor examines patients.
5. Give pupils 6 minutes.
6. If possible, walk around and help pupils who are having difficulty.
7. Have 2 or 3 pupils read their sentences to the class.

Closing (2 minutes)

1. **Ask:** What did we do today? (Answer: how to find the meaning and correct spelling of words in a dictionary)
2. **Say:** Raise your hand if you can spell 'examine'. Have a pupil spell the word.
3. **Say:** Raise your hand if you can spell 'university'. Have a pupil spell the word.
4. **Say:** Raise your hand if you think you know how to use a dictionary now.
5. Praise pupils for their hard work.

[WORD ENTRIES]

- | | | |
|-------------------|-----------------|---|
| 1. examine (v) | /ɪg'zamin/ | to inspect or check something or someone carefully |
| 2. equipment (n) | /ɪ'kwɪpmənt/ | tools needed to do a job or something |
| 3. chef (n) | 'ʃef/ | someone who prepares and cooks food |
| 4. sky blue (adj) | /'skai 'blu:/ | light blue similar to the colour of the sky |
| 5. medicine (n) | /'medsin/ | used to treat or prevent disease, for example drugs |
| 6. university (n) | /ju:nɪ've:səti/ | a place for further study after high school |

Lesson Title: Using Adjectives and Adverbs	Theme: Vocabulary Development	
Lesson Number: L-06-055	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to describe a particular scene, event or situation.	 Teaching Aids Text at the end of the lesson plan.	 Preparation Write the text at the end of the plan on the board.
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Opening (1 minute)

1. Tell pupils that you are going to ask some questions. Tell them to raise their hand to answer.
2. **Ask:** Is there a market in your town or village?
3. **Ask:** Do you often go there?
4. **Ask:** What can you buy there? (Example answers: fruits, clothes, toys)
5. Tell pupils that today they are going to describe a market scene.

Introduction to the New Material (9 minutes)

1. **Write** the sentences on the board:
 - a. The man walks in the street.
 - b. The girl sings in her garden
2. **Say:** There are 2 sentences on the board.
3. **Ask:** Who or what is each sentence about? Raise your hands. (Answer: a. the man, b. the girl)
4. **Ask:** What is the action word in each sentence? Raise your hands. (Answer: a. walks, b. sings)
5. **Ask:** Where is the action happening in each sentence? Raise your hands. (Answer: a. street, b. garden)
6. **Ask:** Do we know what the people look like? (Answer: no)
7. **Ask:** Do we know how they do the action (walking or singing)? (Answer: no)
8. **Ask:** Do we know what the place (street or garden) looks like? (Answer: no)
9. Explain that there is not much information or detail in the sentences. We can get more information from adjectives and adverbs. Remind pupils that adjectives are describing words and that they give us more information about the noun. Explain that adverbs are describing words and they give us more information about the verb.
10. **Write:** The man is tall.
11. Explain that 'tall' describes the man. Tall is an adjective.
12. Ask pupils to tell you other describing words/adjectives they know. **Write** the words on the board. (Example answers: small, short, big, red)
13. **Write:** The man walks slowly.
14. Explain that 'slowly' describes the action word or verb. Slowly is an adverb.
15. Ask pupils to tell you other adverbs they know. **Write** the words on the board. (Example answers: quickly, happily)

Guided Practice (10 minutes)

1. Point to the first sentence. **Say:** Let's look at the first sentence again.
Say: We can say more about the man. He can be tall or short, handsome or ugly, thin or overweight.
2. **Say:** We can say more about the action 'walks'. He can walk fast or slowly.

3. **Say:** We can we say about the street. The street can be busy or quiet.
4. **Say:** Now if we write a new sentence we can say: The tall man walks slowly in the busy street.
Now we know more about what happened.
5. **Write** the sentence on the board.
6. **Say:** Let's look at the second sentence again.
7. **Ask:** How can we say more about the girl? Raise your hands. Have 2 or 3 pupils tell you some adjectives. (Example answers: tall, short, beautiful, dark, fair)
8. **Ask:** How can we say more about the action sings? Have 2 or 3 pupils tell you some adverbs. (Example answers: loudly, quietly, beautifully)
9. **Ask:** What can we say about the garden? Have 2 or 3 pupils tell you some adjectives. (Example answers: green, sunny, open)
10. **Say:** Now if we write a new sentence we can say: The pretty girl sings quietly in her sunny garden. Now we know more about what happened.
Write the sentence on the board.
11. Ask the pupils to copy the 2 sentences in their exercise books.

Independent Practice (13 minutes)

1. Point to the text on the board. **Say:** Look at the text on the board.
2. Read the text clearly and slowly.
3. **Say:** We can make the text more interesting if we use some adjectives.
4. **Write** these words on the board: busy, quiet, fresh, beautiful, delicious, friendly, unfriendly
5. Check pupils understand the meaning of the words.
6. Put pupils in pairs. **Say:** Write the text in your exercise books. Write it in a more interesting way using describing words. You can use your own words or the words on the board.
7. Give pupils 8 minutes.
8. Have 1 or 2 pairs volunteer read their new texts to the class.

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hand. (Answer: how to describe more details in texts)
2. Praise pupils for their hard work.

[TEXT]

There is a market in our city. The market is at the end of the street. They sell many things at the market – fruit, vegetables, flowers, meat and sweets. The traders sell their goods every day. The market opens at 5am and closes at 12pm.

Lesson Title: Connecting Themes in Texts	Theme: Connections to Text	
Lesson Number: L-06-056	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to compare 2 stories in order to bring out similarities and differences of themes.	 Teaching Aids 1. Stories at the end of the lesson plan 2. Vocabulary table at the end of the lesson plan 3. Sentences at the end of the lesson plan	 Preparation 1. Write the stories at the end of the lesson plan on the board. 2. Write the vocabulary table at the end of the plan on the board. 3. Write the sentences at the end of the plan on the board.
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Opening (1 minute)

1. **Ask:** Do you know what a fairy tale is? Raise your hands. (Answer: It is a traditional children's story.)
2. Tell pupils that today they are going to read fairy tales.

Introduction to the New Material (12 minutes)

1. **Write** on the board: Who is the main character in each fairy tale?
2. Point to the fairy tales on the board. **Say:** There are 2 fairy tales on the board. Read the fairy tales and answer the question.
3. Give pupils 5 minutes.
4. Have 2 pupils volunteer to answer the question. (Answers: 1-Thumbelina, 2-Pinocchio)
5. **Ask:** Do you know these stories? Raise your hands.
6. Point to the table on the board. **Say:** Match the words (column 1) and the meanings (column 2).
7. Give pupils 5 minutes.
8. Call out the answers and ask pupils to check their answers. (Answers: 11-j, 2-h, 3-i, 4-f; 5-a, 6-c, 7-b, 8-g, 9-e, 10-d)

Guided Practice (8 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** On the board there are some sentences. They are the main ideas of the stories.
3. **Say:** Read the stories again. Write P if the sentence is about Pinocchio. Write T if the sentence is about Thumbelina. Write B if the sentence is about both stories
4. Give pupils 6 minutes. Help pupils who are having difficulty.
5. Have pupils volunteer to read the sentences, say which story it is about and why. (Answers: 1-P, because he became a real boy when he started listening and being a good boy. 2-T, Thumbelina helped the sparrow and he helped her find her mother. 3-B, because many bad things happened to Thumbelina and Pinocchio but in the end she went back to her mother and lived happily and he became a real boy.)

Independent Practice (13 minutes)

1. **Write** on the board: Both stories are fairy tales. The main character in Thumbelina is a girl but the main character in Pinocchio is a boy.
2. Point to the first sentence. Explain that this sentence describes how the stories are similar.

3. Point to the second sentence. Explain that this sentence describes how the stories are different.
4. Put pupils in pairs. **Say:** Write 2 sentences about how the stories are similar. Write 2 sentences about how they are different.
5. Give pupils 9 minutes.
6. Have 4 pupils volunteer read 1 of their sentences to the class. Talk about the similarities and differences. (Example answers: Similarities – In both stories, bad things happen to the main character. Both stories end happily. Differences – A woman grows Thumbelina but a carpenter makes Pinocchio. Thumbelina does not do anything bad, but bad things happen to her but Pinocchio does bad things and then bad things happen to him.)

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: We read fairy tales and compared them.)
2. **Ask:** Which story did you like best? Raise your hands.
3. Praise pupils for their hard work.

[STORY: THUMBELINA]

There was a woman who could not have children. She plants a seed and it grows into a flower with a little girl inside. The woman calls her Thumbelina because she is the same size as a human thumb. Many bad things happen to Thumbelina. A frog kidnaps her to marry his son. Thumbelina is so sad and cries a lot. She becomes friends with a fish who helps her to escape from the frog. She starts living alone in the forest. A mouse forces her to marry his friend, Mole. She is so sad. One day, she sees a sick sparrow and helps the sparrow become healthy again. The sparrow is grateful and takes Thumbelina and flies away with her. Thumbelina is very happy. She goes back to her mother and lives happily ever after.

[STORY: PINNOCHIO*]

A carpenter made a wooden puppet named Pinocchio who could talk. He is a very naughty boy and doesn't listen to his father. Pinocchio lies and doesn't go to school. He sells his books and runs away. He meets a fairy that promised to protect him from harm, but she says his nose will grow longer every time he lies. Soon, Pinocchio's nose is very long because he tells many lies. Then a fox steals all his money. Many bad things happen to Pinocchio. Then, he promises the fairy that he will be a good boy. He works and studies hard. He finds his father again and says he is very sorry for being a bad boy. Pinocchio becomes a very good boy. The fairy then changes him into a real boy.

*Note: Pinocchio is pronounced pin-NO-KIYO

[VOCABULARY TABLE]

1. thumb	a. a person who makes furniture from wood
2. escape	b. say that you will do something
3. force	c. a woman who does good magic
4. sparrow	d. thankful
5. carpenter	e. a doll whose hands and legs can move easily
6. fairy	f. a small bird
7. promise	g. take someone by force
8. kidnap	h. to break free from a place
9. puppet	i. when you make someone do something they don't want to do
10. grateful	j. short thick first finger on your hand

[SENTENCES]

1. If you listen to your parents, your life will be good.
2. If you help others, good things will happen to you.
3. Even if many bad things happen in your life, one day good things will happen to you.

Lesson Title: Connecting Characters in Stories	Theme: Connections to Text	
Lesson Number: L-06-057	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to compare the roles of characters in 2 stories read.	 Teaching Aids 1. Stories at the end of the lesson plan 2. Table (and answer table) at the end of the lesson plan	 Preparation 1. Write the stories at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** Which stories did we read about in the last lesson? Raise your hands. (Answer: Thumbelina and Pinocchio)
2. Tell pupils that today they are going to compare the characters in the 2 stories.

Introduction to the New Material (12 minutes)

1. **Ask:** Who are the main characters in the stories? Raise your hands. (Answer: Thumbelina and Pinocchio)
2. **Say:** We studied main characters in a story before. We said there is usually a change that happens to a main character.
3. **Ask:** What change happens to Thumbelina and Pinocchio? Give pupils 1 minute to think.
4. Have 2 pupils volunteer to share their answers. (Example answers: Thumbelina gets kidnapped by a frog and then is forced to marry Mole. A sparrow saves her and helps her meet her mother. Pinocchio lies and does not go to school. He runs away from home. A fairy says she will protect him but also tells him his nose will become longer every time he lies. His nose becomes very long. A fox steals his money. He promises to be a good boy. He goes back to his father. The fairy turns him into a real boy.)
5. **Say:** We can see the main characters always show the main idea of the story. They are the centre of the action and they change.
6. **Say:** Let's look at the other characters. Read the stories and find the other characters in both stories.
7. Give pupils 6 minutes.
8. **Say:** Now decide who are good bad and who are bad other characters.
9. Give pupils 4 minutes.
10. Have 2 girl and boy pupils volunteer to share their ideas. (Answers: Thumbelina: good other characters – sparrow, bad other characters frog and mouse. Pinocchio: good other characters – father and fairy; bad other character – fox)

Guided Practice (10 minutes)

1. **Say:** We can see other characters cause the action but they do not change.
2. Point to the table on the board. **Say:** Look at the table with all the characters in the stories. The first row with main characters is complete.
3. Put pupils in pairs.
4. **Say:** Read the stories again and complete the table. Write what each of the other characters did in the story.

- Give pupils 8 minutes.
- Check the answers with the class. (Answers: see completed table at the end of the lesson plan)

Independent Practice (10 minutes)

- Say:** Work alone. Write 1 sentence about each of the characters in the story. Use the table to help you.
- Give pupils 8 minutes. If possible, walk around and help pupils.
- Have 4 or 5 pupils volunteer to read their sentences to the class. (Example answers: completed table at the end of the lesson plan)

Closing (2 minutes)

- Ask:** What did we do today? (Answer: We compared the roles of characters in 2 stories.)
- Praise pupils for their hard work.

[STORY: THUMBELINA]

There was a woman who could not have children. She plants a seed and it grows into a flower with a little girl inside. The woman calls her Thumbelina because she is the same size as a human thumb. Many bad things happen to Thumbelina. A frog kidnaps her to marry his son. Thumbelina is so sad and cries a lot. She becomes friends with a fish who helps her to escape from the frog. She starts living alone in the forest. A mouse forces her to marry his friend, Mole. She is so sad. One day, she sees a sick sparrow and helps the sparrow become healthy again. The sparrow is grateful and takes Thumbelina and flies away with her. Thumbelina is very happy. She goes back to her mother and lives happily ever after.

[STORY: PINNOCHIO*]

A carpenter made a wooden puppet named Pinocchio who could talk. He is a very naughty boy and doesn't listen to his father. Pinocchio lies and doesn't go to school. He sells his books and runs away. He meets a fairy that promised to protect him from harm, but she says his nose will grow longer every time he lies. Soon, Pinocchio's nose is very long because he tells many lies. Then a fox steals all his money. Many bad things happen to Pinocchio. Then, he promises the fairy that he will be a good boy. He works and studies hard. He finds his father again and says he is very sorry for being a bad boy. Pinocchio becomes a very good boy. The fairy then changes him into a real boy.

*Note: Pinocchio is pronounced pin-NO-KIYO

[TABLE]

Main character	Thumbelina: Very sad then becomes very happy	Pinocchio: Naughty, did not listen, lies, runs away then becomes good
Good other character	Sparrow:	Father, Fairy
Bad other character	Frog, Mouse	Fox:

[TABLE: ANSWERS]

Good other characters	Sparrow takes her to her mother	Father loves Pinocchio Fairy protects him, changes him into a real boy
Bad other characters	Frog kidnaps her Mouse forces her to marry	Fox steals his money

Lesson Title: Connecting Plots of Stories	Theme: Connections to Text	
Lesson Number: L-06-058	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to explain how 2 plots are related to each other.	 Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Stories of Thumbelina and Pinocchio at the end of Lesson 56	 Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board
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Opening (2 minutes)

- Say:** We read the stories of Thumbelina and Pinocchio in the last 2 classes.
- Tell pupils that today they are going to find out how the stories are connected.

Introduction to the New Material (6 minutes)

- Read the 2 stories again (see end of Lesson 56).
- Say:** When we talk about the actions in a story we say we talk about the plot. The plot of a story means how and when the actions happen from the beginning to the end of the story.
- Put pupils in pairs.
- Ask:** How do the stories begin? Discuss with your partner how the 2 stories begin.
- Give pupils 2 minutes.
- Have a girl and a boy pupil volunteer to share their answers. (Answers: Thumbelina was born in a flower because the woman could not have children. Pinocchio was a puppet made from wood by a carpenter.)
- Ask:** Are the beginnings similar? Raise your hands. (Answer: Yes. They start with how they were born and both characters have something special, one in a flower the other made from wood.)

Guided Practice (14 minutes)

- Say:** Look at the table on the board. They are the plots of the 2 stories. We already looked at action 1.
- Say:** Look at action 2.
- Ask:** Are the actions good or bad? Raise your hands. (Answer: bad)
- Ask:** Are they bad in both stories? (Answer: yes)
- Say:** Look at action 3.
- Ask:** Are the actions good or bad? Raise your hands (Answer: good)
- Ask:** Are they good in both stories? (Answer: yes)
- Say:** Look at action 4.
- Ask:** Are the actions good or bad? Raise your hands (Answer: bad)
- Ask:** Are they bad in both stories? (Answer: yes)
- Say:** Look at action 5.
- Ask:** Are the actions good or bad? Raise your hands (Answer: good)
- Ask:** Are they good in both stories? (Answer: yes)

14. **Ask:** What is different in the good action in number 5 and in number 3? Raise your hands
(Answer: In number 5, the main character does the good action and in number 3 an ‘other’ character is good to the main character.)
15. **Say:** Look at action 6.
16. **Ask:** Are the actions good or bad? Raise your hands (Answer: good)
17. **Ask:** Are they good in both stories? (Answer: yes)
18. **Say:** Yes this is the end of the story where everybody is happy.
19. **Ask:** Are the plots similar? Raise your hands. (Answer: yes)

Independent Practice (12 minutes)

1. **Write** these words on the board: bad, good, help, change, special, happy
2. Put pupils in pairs.
3. Point to the sentences on the board. **Say:** These are sentences about how the plots in the stories are similar.
4. **Say:** Copy the sentences and complete the missing words in the sentences with the words on the board.
5. Give pupils 10 minutes.
6. Have 5 pupils volunteer to read the complete sentences. (Answers: a. special; b. bad; c. help; d. good; e. change)

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: We compared the 2 plots of the stories.)
2. Praise pupils for their hard work.

[TABLE]

Action	Thumbelina	Pinocchio
1	born in a flower, very small	a puppet made from wood
2	frog kidnaps her	Pinocchio lies and runs away
3	fish helps her	fairy protects him
4	mouse forces her to marry	nose grows very long and fox steals his money
5	helps sparrow	promises to be good, works and studies hard
6	meets her mother again and is very happy	becomes a good boy and changed into a real boy

[SENTENCES]

1. Thumbelina and Pinocchio are _____. She was born in a flower, he was made from wood.
2. They both have _____ situations happen to them, like kidnapping and losing money.
3. They get _____ from other characters.
4. They do something _____.
5. In the end, both of them show that your life can _____ even if bad situations happened before.

Lesson Title: Connecting Stories to Real life Situation	Theme: Connections to Text
Lesson Number: L-06-059	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read and relate stories to real world situations.	 Teaching Aids 1. Table at the end of the lesson plan 2. Stories of Thumbelina and Pinocchio at the end of lesson 56	 Preparation Write the table at the end of the lesson plan on the board.
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Opening (1 minute)

- Ask:** Are the stories of Thumbelina and Pinocchio real? (Answer: no)
- Say:** They are fairy tales. They are not real.
- Tell pupils that today they will connect the stories to their real lives.

Introduction to the New Material (6 minutes)

- Read the stories again (see end of lesson 56)
- Put pupils in pairs.
- Ask:** Can some of the things that happened to Thumbelina and Pinocchio happen to us in real life?
- Say:** Work in pairs. Decide if we can connect anything in the stories to our real lives.
- Give pupils 3 minutes.
- Have 2 or 3 pupils volunteer to share their answers. (Example answers: Thumbelina's story – kidnapping can happen in real life, being forced to marry someone can happen in real life, we can take care of a sparrow in real life; Pinocchio's story – people tell lies in real life, people run away from home in real life, people steal things in real life, people become good and work hard in real life)

Guided Practice (13 minutes)

- Point to the table on the board. **Say:** Look at the table on the board. They are situations from the stories. Write the table in your exercise books.
- Give pupils 5 minutes.
- Put pupils in pairs.
- Say:** Read each situation. Write 'yes' if it can happen in real life or 'no' if it cannot happen in real life.
- Do the first one with the pupils as an example. **Ask:** Can you be born as a flower? (Answer: no)
- Say:** Write 'No' in the second column because it is not possible to be born as a flower in real life.
- Give pupils 5 minutes.
- Have pupils volunteer to share their answers. Ask everyone to check their answers. (Answers: No = 1, 6, 8, 9; Yes = 2, 3, 4, 5, 7, 10)

Independent Practice (14 minutes)

- Say:** Write 3 sentences about how the stories can relate to real life. Use the questions in the table to help you.

2. Do the first one with the pupils as an example. **Say:** Look at question 2. This can happen in real life.
3. **Write** on the board: Pinocchio lies in the story. People lie in real life too.
4. Give pupils 10 minutes.
5. Have pupils volunteer to read their sentences to the class.

Closing (1 minute)

1. **Ask:** What did we do today? (Answer: We talked about how some of the things that happened to Thumbelina and Pinocchio can happen in real life.)
2. Tell pupils to think about how the stories they read relate to real life.
3. Praise pupils for their hard work.

[TABLE]

	Situation	Yes or No
1	Can you be born in a flower?	
2	Can you lie?	
3	Can you help someone?	
4	Can someone kidnap you?	
5	Can you run away?	
6	Can a fairy protect you?	
7	Can someone force you to get married?	
8	Can a puppet talk?	
9	Can your nose grow longer and longer?	
10	Can you become a good child?	

Lesson Title: Importance of Reading	Theme: Connections to Text
Lesson Number: L-06-060	Class/Level: Class 6 Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify reasons reading should be a lifelong activity.	 Teaching Aids Sentences at the end of the lesson plan	 Preparation Write the sentences at the end of the plan on the board.
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Opening (1 minute)

1. **Say:** Raise your hand if you think reading is important.
2. **Say:** Raise your hand if you like reading.
3. Tell pupils that today they are going to learn why reading is so important.

Introduction to the New Material (8 minutes)

1. Draw a circle on the board. **Write** ‘Reading’ in the middle.
2. Put pupils in pairs.
3. **Say:** Work with your partner. Think of 1 reason why reading is important.
4. Give pupils 3 minutes.
5. Have pupils volunteer to share the reasons reading is important and the reasons they like reading. (Example answer: Reading is important so that we can study.)
6. Point to the sentences on the board. **Say:** Look at the sentences on the board. They are reasons why reading is important.
7. Read the sentences slowly and clearly.
8. Check pupils understand the meaning of the sentences.
9. Read each sentence again. Pupils listen and repeat.
10. Point to the sentence. Pupils read the sentence.

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** Work in pairs. Discuss if you agree or disagree with the reason and say why.
3. Give pupils 8 minutes.
4. Have pupils volunteer to share their ideas. Discuss the ideas in each sentence with them.

Independent Practice (14 minutes)

1. **Say:** Design a poster. Your poster is going to encourage pupils to read more. Use the ideas on the board to help you. Draw a picture to show 1 of the ideas.
2. Give pupils 10 minutes.
3. Have 5-6 pupils volunteer to show you the posters and talk about them.

Closing (2 minutes)

1. **Ask:** Do you think there is a time to stop reading, or should we read all our life? Why? Raise your hand to answer. (Example answers: we should read all our life so that we can keep learning new things, we should keep reading all our life because then we will get better at it)

2. Tell pupils to try and read more. Tell them to read all the different materials they can find; stories, information, road signs.
3. Praise pupils for their hard work.

[SENTENCES]

1. Reading gives you new ideas.
2. Reading develops thinking.
3. Reading improves language.
4. Reading improves your concentration.
5. Reading helps the brain.
6. Reading improves your imagination.
7. Reading is fun.
8. Reading is important for education and jobs.

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